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LIVING LATIN

EXPLORING A COMMUNICATIVE APPROACH TO LATIN TEACHING THROUGH A SOCIOCULTURAL PERSPECTIVE ON LANGUAGE LEARNING

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Thesis submitted to The Open University in partial fulfilment of the
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The Open University

September 2016

Declaration

I declare that this thesis represents my own work, except where due acknowledgement is made, and that it has not been previously submitted to the Open University or to any other institution for a degree, diploma or other qualification.

Abstract

This study is motivated by the search for new practices to enhance the teaching of *ab initio* Latin in UK universities. It arises out of a perception that traditional methods leave some students failing to achieve course aims, their own study goals, and, in the longer term, struggling to read Latin texts with understanding and engagement. At the outset of this research, there was little recent information on Latin pedagogy in UK universities or on student opinions on provision. Some scholarship expressed dissatisfaction with the quality of Latin reading skills attained, but little work had been done on defining the nature of desirable skills or in exploring how they might be attained or investigated. This study instigates progress in all these areas.

To advance understanding of how Latin learning takes place and to investigate the potential benefits of existing conceptual and pedagogical frameworks, this study draws on modern language learning theories and teaching practices and explores the application of Vygotskian sociocultural theory to learning events taking place under a communicative teaching approach.

Research methods were selected pragmatically, with quantitative methods deployed to obtain a comprehensive snapshot of current practice in UK universities, while the more complex areas of learning events and perceived benefits were investigated through a combination of participant observation, interviews and innovative reading and drawing exercises.

The findings confirm that traditional *ab initio* Latin teaching approaches are not well-aligned with learners' goals, establish the value of taking a broader approach to pedagogy and provide new ways of defining and investigating Latin reading skills. This research has the potential to enhance Latin pedagogy in UK

universities and other institutions. It makes a seminal contribution to applying language learning theories to Latin and suggests innovative methods for aligning students' needs and expectations with their learning experience.

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I also owe a great deal to the lifelong support of my loving Mam, Dad, sister Pat and brother Ivor. Sadly, my brother John, who beat me to the PhD by almost 40 years, and my Mam and Dad, didn't live long enough to be there when I caught up with him. I am sure they will all be watching over me and rejoicing though.

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1 Introduction

This study was undertaken at the Open University (OU) in the Centre for Research in Education and Education Technology (CREET). Because of its multidisciplinary nature, pulling together strands from Education, Educational Technology, Modern Languages and Classics, supervision was shared between CREET and the Open University's Classical Studies Department.

1.1 Rationale

The study was inspired by a number of observations, events and experiences that arose during my Open University undergraduate degree in Humanities and Classical Studies (2007–2011) and my MA in Classics and Ancient History at Manchester University (2011/12). At its heart is the desire to inspire changes in pedagogy that help students to improve their chances of successfully achieving their study goals and of enjoying their Latin studies.

First, during my undergraduate and masters degree study, I encountered fellow students who were new to Latin and who were struggling to pass *ab initio* modules. Some withdrew and some failed the final module exam. At both universities, this could lead to re-sits that disrupted future study plans, to a change of course or even to withdrawal from studies altogether. Such negative outcomes had severe impact on the individuals concerned. The desire to help students avoid such consequences by increasing understanding of Latin learning and enhancing pedagogy was a key motivation for my undertaking this PhD.

A second observation from my own language learning experience gave direction to this work. For me, as for many others, a main aim of studying ancient languages has been to read and take pleasure in extant literary and historical texts. However,

despite many years of effort (I had also studied Latin for five years in secondary school), my engagement with ancient texts continued to require frequent laborious dictionary and grammar work. I was disappointed and dissatisfied with the plateau I seemed to have reached where I still depended heavily on slow word-for-word translation to make sense of ancient texts. This contrasted strongly with my ability to understand and enjoy some modern second language literature despite far fewer years of study. Nor did I feel it was simply the nature of the materials that constrained my Latin reading – I found reading a French translation of Ovid's *Metamorphoses* (Ovide, 1992) far easier than tackling the same material in the original language. This inspired the hope that some of the approaches used in modern language teaching and learning might allow me to read ancient texts in a less laborious and more pleasurable way. In particular, I attributed much of my success with reading in French, my strongest second language, to a six-week period spent working in France during which I was almost totally immersed in the language.

I therefore set out with two different outcomes in mind for my research: first to increase understanding of how Latin can be learned, and second to identify ways of enhancing fulfilment of student aspirations (including engagement with ancient texts and academic success). Because of my own positive experiences with learning French, I looked for theories and practices developed for modern foreign languages with the potential to transform Latin teaching and learning. This led me to draft some initial questions about the possibilities for change:

- *How can research in the field of modern language learning help with increasing understanding of the ways in which Latin learning takes place?*
- *To what extent can approaches that have been developed in the field of modern language learning be applied to enhance the teaching and learning*

These initial questions evolved and were refined in light of the review of current scholarship detailed in Chapter 2 and their final form is given at the end of that chapter.

Although I initially explored the use of technology to enhance and transform Latin teaching and learning as part of this study, it became clear that, in any language teaching context, technology is integrated inextricably with language teaching pedagogy and that therefore it would be more effective to investigate the case for expanding pedagogy before addressing technology. I therefore postponed publication of the technology-based strand of my research beyond the end of my PhD candidature and focussed on pedagogy and learning theories in this thesis.

In part because of my positive experience of learning French through immersion in a French speaking community, the investigation of potential pedagogical change became centred on the benefits and challenges of teaching students to communicate in Latin and of providing opportunities for them to use Latin as their everyday language of communication. I have referred to this combination of 'learning to communicate' and 'communicating to learn' as 'a communicative approach' to Latin teaching (more detail will be given in sections 1.2.1 and 2.4.9). Because of the importance of the goal of reading ancient texts for Latin learners in UK universities, I also turned to scholarship in the fields of L1 and L2 reading to guide exploration of the effects of a communicative approach. In addition, following on from the review of language learning theories in Chapter 2, I decided to investigate the application of Vygotskian sociocultural theory (SCT) as adapted for modern foreign language (MFL) learning (see sections 1.2.1 and 2.3.5) to the learning of Latin. I did this with the aim of increasing understanding of the ways in

which Latin learning takes place in a communicative context. This selection was largely determined by the emphasis that SCT places on interaction with others as the origin of all learning. Reasons for my choice of a communicative approach and SCT are covered in more depth in sections 3.1.2 and 3.1.3.

However, before exploring these possibilities, I wanted to discover whether my own perceptions of the desirability of change in support for student goals were merely a personal preference or were indeed shared with others and borne out by any evidence from other students or tutors, and in particular whether my own desires and frustrations with reading ancient texts were felt by others. I therefore framed a further question:

- *How well does current UK university teaching meet the needs and expectations of ab initio Latin students?*

Existing scholarship on this question is set out in the literature review (section 2.1) and methods for answering it more fully are described in section 3.3.

1.2 Clarification of Terms

As with any specialised investigation, this thesis assumes specific understanding of the context of its research topic. To avoid the danger of using jargon or becoming obscure to the reader, this section clarifies terms that might not otherwise be readily understood. The section begins with terms used in the title of this thesis – ‘Living Latin: exploring a communicative approach to Latin teaching through a sociocultural perspective on language learning’. It also defines some terms that are used in an unusual or specialised way throughout the study. Some key concepts will occur again in the literature review where they will be developed in more detail (see Chapter 2).

1.2.1 Terms Used in the Title

- **Latin:** While more recent forms of Latin were encountered during this study, its end purpose was to contribute to understanding and enhancement of the teaching and learning of Latin from the Roman republican and imperial periods in the context of Classics-related degrees in UK universities.
- The term '**Living Latin**' conveys two nuances.
 - First, it suggests that Latin is not a 'dead' language. Although there are no longer native speakers of Classical Latin, and no cultures which have Latin (of any era) as their first language, the language has evolved in various communities and contexts through the centuries and continues to do so today (M. Minkova & Tunberg, 2012, p. 114).
 - Second, this term conveys the idea of experiencing the use of Latin as a means of communication in everyday life, i.e. living the experience of Latin use. The experience of 'Living Latin' will play a crucial role in the exploration of the effects of taking a communicative approach to Latin teaching.
- A **language learning theory** accounts for 'the cognitive, personal, interpersonal and social processes learners make use of in second language learning' (Rodgers & Richards, 2014, p. 25). This study considers application of Vygotskian **sociocultural theory** (SCT) as adapted for modern language learning, exploring its value as a language learning theory that accounts for the ways in which Latin learning takes place. A key feature of SCT is the tenet that acquisition of new learning takes place 'initially externally through social interaction' (Ellis, 2003, p. 139). A fuller account of SCT and its key constructs is given in section 2.2.2 and 2.3.5.

- A **teaching approach** refers to the ‘axiomatic or theoretical bases of language teaching’ (Stern, 1983, p. 474). It ‘refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching’ (Rodgers & Richards, 2014, p. 22). This study primarily concerns itself with the ‘strong version’ of a **communicative approach** to language teaching (CLT), whereby communicative abilities in the learner are developed by ‘creating the conditions for learners to learn through communicating’ (Ellis, 2003, p. 340). The ‘communicative abilities’ developed include the ability to create meaning from a text through reading. More detail on the communicative approach is given in section 2.4.9.

1.2.2 Other Terms

- A **first or native language**, referred to as L1, means the first language (or languages) learned in early childhood, usually the language(s) spoken by those who are bringing up the child. A **second language** or **L2**, refers to an additional language (or any of a number of languages) learned at a later stage (Ellis, 1985, p. 5).
- The concepts of **communication** and **interaction** are important in this study and are closely linked to each other. In a successful **communicative** act, one person transmits some form of message that is received and understood by another. The message can be transmitted using language (verbal communication) or gestures or other non-verbal means. **Interaction** occurs when communication by one person elicits a communicative response from another. **Interaction** can take place between two different people (interpersonal) or within the mind of one person (intrapersonal)

through private or silent speech or thought (Ellis, 1999, p. 1).

- Some of the findings in this study will relate only to **UK universities**. In the context of this research, these are, at the time of writing, the 27 universities in the United Kingdom that have Departments for Classics, Classical Studies or Ancient History and in which Latin is taught. The universities involved in this study were identified through their membership of the Council of University Classics Departments (CUCD). While part of the study was initially undertaken with students at these institutions in mind and some of the investigations have been limited to these universities, findings relating to theories, teaching approaches and reading will have wider application for different types of institution and in different countries as well as for other ancient languages.
- Universities may refer to a self-contained unit of study in different ways, for example as a 'course' or 'module', or in terms of the examination for which they prepare students (e.g. 'moderations' or 'mods'). Throughout this thesis the word **module** will be used to refer to any such unit, reflecting Open University current practice. The word **course** will be used either to describe the entirety of modules leading to the award of any undergraduate or postgraduate degree or to refer to a set of textbooks.
- An ***ab initio*** (literally, 'from the beginning') module delivers a predefined syllabus to students who are assumed to have no previous knowledge of the content.
- Teaching staff at UK universities and elsewhere may be referred to as lecturers, professors, tutors or teachers, depending on the conventions of each institution. In this thesis, such people will be referred to as **tutors**, **teachers** or **teaching staff**, these terms being used interchangeably.

- Much of the research relating to this study was carried out with students enrolled on the **Open University *ab initio* module** that ran for the last time in 2012-13 and was replaced in 2015-16 with an entirely new module using different pedagogy and new supporting technology. Reference will be made to information relating to both these modules and they will be distinguished by referring to the years during which they were being delivered.
- A **teaching method** 'is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach' (Anthony, 1963, p. 65). This study will focus on a number of methods which are consistent with a communicative approach.
- In the context of the study and assessment of ***ab initio*** Latin in UK universities (and schools), students are frequently required to make a **translation** from Latin to English (or another first language). This generally requires literal word-by-word transposition of a Latin text to an English equivalent that is then adjusted to give good English. The aim is to 'convey the sense of the Latin as accurately as possible, while producing something that is also comprehensible in English' (Betts, James, Robson, & Taylor, 2015, p. 28). This interpretation of 'translation' differs from that in modern languages and in particular in Translation Studies, where more frequently, 'translation from one language into another substitutes messages in one language not for separate code-units [words or idiomatic phrases] but for entire messages in another language' (Jakobson, 1959, p. 233).
Throughout this study, unless otherwise indicated, **translation** refers either to the traditional process of decoding Latin to make comprehensible English or to the English text that this process produces.

- In the field of Translation Studies, an **interlingual translation** or ‘translation proper’ is ‘an ‘interpretation of verbal signs in some other language’ (Jakobson, 1959, p. 233). Two other types of translation are also recognised: an **intralingual translation** or ‘rewording’ that interprets verbal signs using different verbal signs from the same language, and an **intersemiotic translation** or ‘transmutation’ that comprises ‘an interpretation of verbal signs by means of signs of nonverbal sign systems’. Although much Latin teaching focusses on interlingual translation, this study will make use of drawings as **intersemiotic translations** of Latin texts (see sections 3.4.3 Reading Exercises and 5.1.2).
- An **unseen** (interlingual) **translation** from Latin to English is one which students have not previously been asked to prepare. Examinations frequently include both prepared translations where a section is chosen from a text that students have studied, and unseen translations that are not part of any of the texts prescribed for study.
- Educationalists make a contrast between **intrinsic** and **extrinsic** (or **instrumental**) motivation. The former refers to being moved to do something because it is inherently enjoyable while the latter terms are related to doing something because it leads to a separate outcome (Deci & Ryan, 2000, p. 54). Goals may also be described as **intrinsic** or **extrinsic** (or **instrumental**) depending on whether they are an end in themselves or whether they lead to the achievement of some separate goal. In Latin study, learning to read, for example, might be a pleasurable end in itself and thus an **intrinsic** goal, while progressing to the next level of study, or becoming qualified for a job would be **extrinsic** (or **instrumental**) goals.

1.3 Contrasting Ancient and Modern Language Study

This study draws on modern language learning theories and practices to inspire change in Latin language pedagogy and to increase understanding of how Latin learning takes place. However, the skills needed by language learners and the learning contexts of modern and ancient language are fundamentally different. These contrasts are important in determining the emphasis that this work places on reading in relation to other language skills, and in constraining some of the opportunities that Latin learners have relative to modern language counterparts. Figure 1.1 gives a summary.

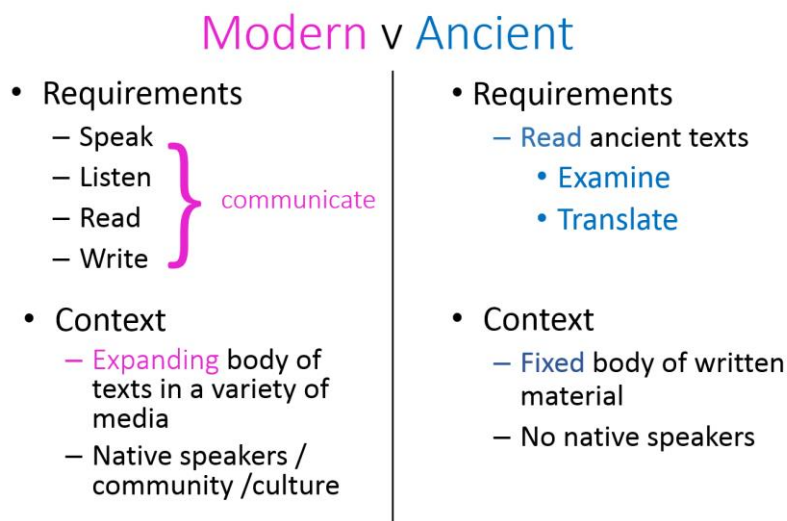


Figure 1.1 Modern and ancient language requirements and contexts

Reasons for studying a modern language are likely to involve development of all four language skills (speaking, listening, reading and writing) in order to communicate with native language speakers either face-to-face or through writing. In the context of a university Classics course, the ultimate requirement for successful Latin study is likely to be restricted to developing skill in reading (or perhaps examining or translating) ancient texts with the other three skills included

in course content only when they are considered to contribute to attainment of this central aim. For modern language students, there are opportunities to visit native speaker communities, to be immersed in their culture and to engage with an ever-expanding body of materials written in the target language. For Latin (and other ancient language) learners, opportunities for face-to-face interaction with native speakers are not available and can only be approximated through artificially constructed communities (for example at Latin immersion summer schools). The written material that students aim to read consists of a fixed corpus of ancient works that only very rarely expands as lost texts are rediscovered. However, modern and ancient languages are similar in that they were developed as tools for communication between people. This study will cast light on the extent to which despite the different learning requirements and contexts, Latin learners can benefit from teaching practices in use for modern languages, and on whether learning theories developed for modern languages can increase understanding of the ways in which Latin is learned.

1.4 Approach to the Thesis

This study sets out to investigate Latin teaching and learning in two different timeframes: first looking at current practices in UK universities, and, second, looking forward to possibilities for change in the future. In looking forward, it turns for inspiration towards research and practice in the field of MFL learning.

The literature review in Chapter 2 sets this research in the context of existing scholarship. It deals first with what is known of the *status quo* in teaching in Latin *ab initio* modules in UK universities. It then covers scholarship related to modern language learning theories and teaching practices comparing them with corresponding scholarship and practice relating to Latin. There is then a section

that focusses on defining and exploring Latin reading skills in the context of previous first (L1) and second language (L2) reading scholarship. At the end of this chapter, the three research questions are presented. Chapter 3 deals with decisions made on how to go about answering each research question, and the ethical considerations which helped shape the ways in which data was collected. A mixed methods approach is adopted reflecting the complexity and multifaceted nature of this study. Analysis and findings relating to current Latin pedagogy in *ab initio* Latin modules are presented in Chapter 4. Chapter 5 covers analysis, findings and discussion of the potential benefits of extending current teaching practices and of the extent to which modern language learning theories can increase understanding of how Latin learning takes place. Conclusions, recommendations and plans for future research are presented in Chapter 0. References and appendices follow and complete the thesis.

2 Literature Review

This chapter sets the questions posed in section 1.1 of this thesis in the context of existing scholarship. In this way, initial intuition and desire for inspiration can be informed by the previous research in the fields within which this study is situated and can clarify where there are opportunities to add to existing knowledge.

Previous scholarship will help determine the precise areas within which this study will undertake investigations and will help refine the research questions into their final form.

The literature review first covers what is known about the current situation in UK universities with regard to Latin teaching and the success and satisfaction of students studying Latin *ab initio*. It will determine whether there are gaps in this knowledge that should be addressed before exploring opportunities for enhancement. A review of literature relating to the status quo in UK university Latin *ab initio* modules is presented in section 2.1. Because of the importance of access to ancient texts as an aim in Latin study, the review pays particular attention to the quality of reading skill attained by Latin students and how well this meets their needs and expectations (see section 2.5).

The review turns to scholarship relating to learning theories and models of language that have been developed in the field of modern second language learning (section 2.2). These lead into exploration of language learning theories (section 2.3) and teaching approaches (section 2.4). In each of these sections, MFL theories and practice are compared with Latin equivalents to expose gaps that may profitably be explored by this study. Section 2.5 covers the goal of Latin reading in greater depth, defining reading aims and looking to scholarship in both L1 and L2 reading to increase understanding of the factors that underpin reading

skills, to guide analysis of data relating to the benefits of a communicative teaching approach and to determine implications for future pedagogy. Section 2.6 sets out the final form of the study's research questions.

2.1 Current Practices in UK University *ab initio* Latin

In the early 1970s, there began a significant move away from the traditional grammar-translation method then prevalent in Latin teaching practices in UK schools with the introduction of three new sets of textbooks, each of which was influenced by language learning theories developed for modern languages (Gay, 2003, p. 73). These were the *Cambridge Latin Course (CLC)* produced by the Cambridge Schools Classics Project (CSCP, 1970), *Ecce Romani* (Scottish Classics Group, 1971) and the *Oxford Latin Course* (Balme & Morwood, 1987) published in the wake of the earlier two, and influenced by *CLC* (Balme & Morwood, 2003, p. 92). Gay claims that these works took an eclectic approach to language learning theories. Influences included Piaget's ideas on children's developmental stages and their role as active builders of knowledge (Piaget, 1923), Dewey's view of learning as an exploratory process (Dewey, 1923), Chomsky's ideas of Universal Grammar (Chomsky, 1959) and the links between culture, language and thought claimed by Sapir and Whorf (1956) (Gay, 2003, p. 73). Each set of textbooks, to some extent, moved away from an approach where explicit grammar instruction was given before students practiced what they learned through translation and towards one where grammar was inductively developed through reading, before, or instead of, explicit grammar instruction. Each also integrated cultural background into their language teaching approach. More details of approaches and their basis in theory will be given in section 2.4, but these examples set a precedent, at least in courses developed for UK schools, of looking

towards MFL theory and practice to inspire Latin pedagogy.

Meanwhile, in Rome, 1966 saw the first conference of the *Academia Latinitati Fovendae* (Academia Latinitati Fovendi, 2015). This was followed by a number of initiatives in mainland Europe and America that promoted the active use of Latin and that have become popular among ‘academics, teachers, students, and amateurs’ (Coffee, 2012, p. 255). Subsequently, in 1998, the teaching of Latin by oral methods was included in the requirements of the joint committee of the American Philological Association (APA) and the American Classical League (ACL)’s *Standards for Classical Language Learning* (1997). Again, more details of these innovations will be given in section 2.4, but these developments show an interest in some parts of the world in widening the approaches to Latin teaching, including active language use.

As yet, there is little published evidence of the uptake of new methods in UK universities. One notable exception is the recent introduction of some active Latin activities in the University of St Andrews (Coderch, 2015). The most recent comprehensive survey of *ab initio* Latin teaching in UK universities before this study took place in 1995. Invitations were sent to all UK university Classics departments and to adult education institutes running non-examined courses (the total number of invitations and the breakdown of universities and adult-education institutes was not published). The aim of undertaking the survey was to make teachers of ancient languages aware of the ‘general range of national practice’ relating to *ab initio* modules (CUCD, 1995a). Some results from the Latin survey are of great importance to this study.

Firstly, the CUCD 1995 survey reported that the response that tutors ranked highest of five possible aims for an elementary introduction to Latin was its role ‘as

a means to engage with literary texts and/or other documents in the original'. This aim was ranked above that of 'finding out about the structure and character of the language (without necessarily progressing to reading in the original)', which was placed third in order of importance. This result reinforces the central importance of reading in *ab initio* Latin study and justifies the emphasis placed upon it in this study.

Secondly, the CUCD survey reported on activities used in *ab initio* Latin modules and revealed the following frequency of use for the seven elements listed:

'Regular elements of the module'	Number of Universities (20 responses)
aural learning (oral drills, reading aloud by teacher or students, etc.)	14
translation into Latin or Latin ¹ (at sentence level or above)	12
survey of English grammar	11
non-linguistic information about the culture	10
comprehension exercises	7
computer-aided instruction	4
comparison of translations	3

Table 2.1 Elements of ab initio modules (CUCD, 1995b)

Here, it is difficult to say exactly which teaching approaches were being used in relation to aural learning as this category brings together rote learning by oral repetition, activities where students or teachers read aloud and perhaps other more interactive techniques. However, it can be seen from the following three lines

¹ This is the wording of the original survey question. It is likely that 'into Latin or from Latin' was intended and that the question was interpreted in this way by those who responded.

of the table that translation, grammar and cultural background were frequently included in *ab initio* teaching. The CUCD survey also reported on the time given to six classroom activities listed in the questionnaire. Results are shown in Table 2.2.

Classroom Activity	Average Proportion of Time Spent
Exposition	40%
Prepared Reading and Translation	24%
Unseen Translation	18%
Translation from English	10%
Formal Testing	6%
Informal Testing	4%

Table 2.2 Proportion of time spent on classroom activities (CUCD, 1995b)

Assuming that exposition includes some coverage of grammar by the teacher, this result confirms a good deal of focus on grammar, translation and reading. In addition, this survey reported on use of textbooks and found that the most popular (with nine of the 20 universities using it) was *Reading Latin* (Jones & Sidwell, 1986a, 1986b, 2000). This set of books is amenable to use with grammar-translation (where grammar is introduced and then used to translate) and also to graded (sometimes called ‘inductive’) reading (where grammar is seen in context and then formalised) approaches to teaching (Jones & Sidwell, 1986b, p. vi). The on-going prevalence of these two approaches in schools and beyond is attested in various later publications (see for example Macdonald, 2011, p. 3; Rogers, 2011, p. 1; Wingate, 2013, p. 493). However, there is no recent published research that covers methods or approaches currently in use across UK universities. This study will address this gap.

In addition, there is scant evidence for publication of success rates for students on *ab initio* Latin modules or for student satisfaction with what is provided for them.

The CUCD 1995 survey did not collect this data though it did find that a number of

the 20 participating universities denied access to further modules for students who had 'difficulties with formal language learning'. This screening took place at one or more of the following stages: 'in admissions' (three universities), 'at course enrolment' (one university) or 'early on course' (eight universities) (CUCD, 1995b). This suggests that some students were not able to fulfil their goal of studying Latin either because they failed the *ab initio* module or because they were judged or felt incapable of completing it.

Student satisfaction figures are available for degrees at English universities, but not for individual modules within those degrees so that it is not possible to find satisfaction statistics for *ab initio* Latin modules across the UK from that source (HEFCE). However, satisfaction results for the final run of the now replaced *ab initio* module at the Open University are available. These are based on 112 responses from 226 invitations to take part. They indicate that, despite generally high overall satisfaction with the quality of the module (87.4% agreed that overall, they were satisfied), only 68.2% were satisfied with the teaching materials and 74.5% were satisfied with the method of delivery of the different teaching materials and learning activities. Furthermore, only 68.8% of students felt they were able to keep up with the workload (Open University, 2013).

It seems that there is little recent scholarship published on *ab initio* Latin teaching in UK universities and a lack of understanding of how well current practices serve students. To establish a clearer picture of the *status quo*, this study will therefore investigate the following research question:

RQ1: How well-aligned is current UK university *ab initio* Latin teaching with the needs and expectations of students?

My own experience as a student and the results of the Open University

satisfaction survey lead me to anticipate that there will be a gap between provision and student needs and expectations, and that there will therefore be scope to improve alignment between the two. Assuming that to be the case, I now turn for inspiration to language learning theories developed for modern languages. In doing this I am following the example of the authors of the newer Latin school texts described above, and of the many American Classicists who look to Krashen's Input Hypothesis as justification for emphasising the importance of comprehensible input (CI) (see for example Macdonald, 2011; Masciantonio, 1988). I am also motivated to turn to MFL theories and practices because of my own greater success with reading modern language texts than with ancient ones. A third factor in my choice of drawing inspiration from MFL scholarship is the paucity of theory-based scholarship specific to the learning of the Latin language, and the hope that by combining MFL theories with Latin language teaching and learning research, I will start to address that gap.

2.2 Concepts, Models and Theories of Learning

A great deal of research has been undertaken into how learning in general takes place and into how individuals learn both first (L1) and second (L2) modern languages. This study will draw on that research to increase understanding of how Latin is learned as a second language. Such understanding will be valuable in determining which ways of teaching Latin are likely to lead to students fulfilling their study goals. Because Latin is generally taught as a second language, this study will largely be concerned with the explanatory value of second language learning theories for Latin learning. However, in order to explore these theories, it will be useful to outline some influences on their development. These include, learning theories in general and the ideas about the nature of reality, and what is

knowable, that underpin them (ontology and epistemology), as well as models of language. Section 2.2 will cover some of these concepts before particular second language learning theories (section 2.3) and second language teaching approaches (section 2.4) are considered.

Where scholarship relating to learning theories and teaching approaches developed for Latin has been found, this has been included in the discussion of its modern language counterpart. This comparison will highlight areas where this study can make a major contribution to the body of Latin learning scholarship, both by collecting together existing research and by contributing fresh insights inspired by the application of modern foreign language learning theories and practices to Latin teaching and learning.

2.2.1 Key concepts

Before tackling learning theories and models of language in sections 2.2.2 and 2.2.3, this section defines some essential concepts underpinning and influencing the methodological approaches in Chapter 3. These definitions reflect contrasting views on the nature of reality or existence, and what can be known about it (ontology), views on the nature of knowledge and the relationship between the seeker of knowledge and knowledge itself (epistemology), and the selection of methods of enquiry which lead to finding out what can be known (Guba & Lincoln, 1994, p. 108). Table 2.3, below, summarises two positions that are at the extremes of the spectrum of views on these matters, 'positivism' and 'constructivism', and defines a number of terms used to describe the views each position encompasses.

	Positivism	Constructivism
Ontology	Realism: There is a single reality that can be known and understood.	Relativism: there are multiple, mutable 'realities' constructed by individuals and co-constructed within groups or cultures.
Epistemology	Dualist: the seeker of knowledge is a separate entity from the object of investigation. Objectivist: The investigator can investigate without influencing. Replicable findings are considered true. Generalizable: results can be generalised outside the particular context of the investigation.	Transactional: knowledge is created by the investigator who seeks it. Subjectivist: knowledge depends on the view of the investigator. Ontology and epistemology coincide because both reality and knowledge of it are constructs of the observer.
Learner / Teacher Roles	Learning is a process of gaining knowledge usually already established by others. The teacher passes this knowledge to the student who learns it.	Learners are encouraged to discover patterns and increase understanding within particular contexts rather than establish generalizable rules. Knowledge depends on the view of the learner.

*Table 2.3 Contrasting paradigms: positivism and constructivism
(adapted from Guba & Lincoln, 1994, pp. 109-112; and Maykut, 1994, pp. 11-13)*

The positivist stance assumes an objective, knowable reality and is frequently associated with scientific research, quantitative methods and the search for general principles and predictability. Constructivism, meanwhile, holds that reality is subjective and is constructed and co-constructed by individuals and groups within specific contexts. It is associated with qualitative research and the deep understanding of particular views and experiences. Between these polar opposites lie a number of intermediate positions, for example, post-positivism, which holds that there is an objective reality but it is only 'imperfectly and probabilistically

apprehendable' (Guba & Lincoln, 1994, p. 109). There may also be differences in emphasis within paradigms. For example, within the constructivist viewpoint, emphasis may be placed on development that is situated within an individual (e.g. Piaget's constructivism) or on the development of an individual as part of a social group (e.g. Vygotsky's sociocultural theory). These concepts are important in learning in general, and in language learning in particular, because they influence views on the nature of the knowledge and the ways in which it may become known – that is the ways in which learning takes place. One particular variant of the constructivist paradigm, which I will refer to as Vygotskian sociocultural theory or SCT, will be particularly important in this study. It gives interaction between individuals the central role in building reality and claims interaction is essential in the generation of knowledge and in any form of learning.

The influence of these key concepts will be seen again when particular learning theories, language learning theories and models of language are considered in the following sections.

2.2.2 Learning Theories

This section describes major theoretical perspectives on how learning in general (as opposed to language learning) takes place: behaviourism, cognitivism and constructivism. These theories are valuable both in explaining how learning takes place and in inspiring teaching practices that promote and support learning. They are important to this study because they influence and underpin many of the language learning theories that it will explore. Learning theories can therefore help in giving an overview of second language learning theories and point towards the type of theories that might be most promising for exploration in this study. This section also relates these broad theoretical stances to some recent Latin teaching

and assessment practices.

Behaviourism

This theory first emerged in early twentieth century psychology. It is rooted in a positivist, empirical view that only observable and measurable phenomena are 'worthy of serious attention' (Byram, 2000, p. 74). It views learning as taking place through a stimulus-response (S-R) model where appropriate responses to a particular stimulus are rewarded and reinforced. The theory was led, in the field of psychology, by J.B. Watson who claimed that the behaviourist, 'in his efforts to get a scheme of animal response, recognizes no dividing line between man and brute' (Watson, 1913, p. 158) and drew on experimental work in animal behaviour, including Pavlov's work with dogs in the early 1920s (Pavlov, 1928). Learning is seen as the formation of habits that produce desirable behaviour. The role of a teacher in the behaviourist view of learning is to provide experience of the stimuli for which particular responses are required and to reward correct responses sufficiently frequently for them to become habitual. The learner's role is to react to the conditions provided by the teacher in the desired way, and to continue undertaking practice to reinforce this behaviour.

Latin teaching practices that are supported by this view of learning can be seen in rote learning of Latin vocabulary, conjugations and declensions and their reinforcement through drill exercises that repeatedly rehearse and give feedback on required responses. Examples of this sort of drill, supported by technology, can be seen on the Open University's *Interactive Latin* page (Open University, n.d.). Drill of this type is particularly amenable to support by technology as feedback for S-R activities can be readily automated when a particular stimulus has a limited number of correct responses.

The ways in which learning is tested in some university examinations also reflect the S-R learning process. Two questions from an Open University specimen examination paper for the 2012-13 introductory Latin module (now replaced) serve as examples:

Choose the correct example from each list of three to match the description.

EXAMPLE: accusative plural

diuitis

dies

dis

ANSWER: *dies* (Open University, 2007, p. 2)

Choose the correct description from each list of three to match the Latin word.

EXAMPLE;

imperia

nominative singular

nominative plural

ablative singular

ANSWER: nominative plural (Open University, 2007, p. 6)

By contrast, this type of S-R question is absent from modern language testing in introductory modules at the Open University. In MFL modules, testing generally

takes the form of tutor marked assignments and an end of module assignment (rather than an exam) and requires production of a piece of writing or audio recording that might be relevant to the student's own experience, for example a letter of complaint about an unsatisfactory holiday package or a telephone message to a friend. Such authentic activities are more closely associated with a cognitive or constructivist view of learning.

Behaviourist learning theories can be seen to cast light on recent Latin teaching practices at the Open University. This study will further investigate the extent to which behaviourism is reflected in *ab initio* Latin teaching and testing practices across UK universities.

Cognitivism

The behaviourist model has been challenged because 'it is generally agreed that behavioural principles cannot adequately explain the acquisition of higher level skills or those that require a greater depth of processing (e.g., language development ...)' (Schunk, 2008). In response to this challenge, a more developmental view of learning began to emerge in the late 1950s. This placed emphasis on 'complex cognitive processes such as thinking, problem solving, language, concept formation and information processing' rather than 'overt, observable behaviour' (Ertmer & Newby, 2013, p. 50). Cognitivism represents a move away from behaviourism's positivist emphasis on what can be observed towards a modelling of how knowledge is acquired through mental processing of new input building on existing mental structures. However, it still assumes that the world is real and 'external to the learner' (Ertmer & Newby, 2013, p. 54). It also still places emphasis on correct responses, but differs from behaviourism in that the student plays an active (rather than conditioned) part both in the learning process

and in progressing from a particular stimulus to a correct response.

In terms of Latin learning, a cognitivist approach to learning noun and verb paradigms might encourage spotting patterns across declensions or conjugations rather than rote learning. Alternatively, some forms might be learned by rote (behaviourism) while others might be deduced by extending knowledge of existing patterns (cognitivism). Graded reading approaches also sometimes encourage students to deduce grammatical paradigms and rules from the context of a text rather than presenting them to be learned in advance. Such active involvement in processing input to construct knowledge fits well with a cognitive approach to learning.

In terms of testing what has been learned, paradigm matching exercises or translations (which require synthesis of a number of disparate knowledge items) reflect a cognitive rather than behaviourist view of learning. Again, examples of these types of question can be seen in an Open University specimen paper:

Say which adjective or adjectives could agree with the underlined noun on the left of each row.

EXAMPLE: puer magnus optimum ingentis celer

ANSWER: *magnus; celer*

This question requires synthesis of noun and adjective paradigm knowledge and exploration of possible matching permutations. The same paper also includes unprepared translation exercises, the completion of which requires synthesis of knowledge of vocabulary, grammar and syntax to interpret meaning. There is, then, some evidence of Latin *ab initio* teaching practices and testing which are consistent with cognitive learning theory. More detail is required on how widespread these are across the UK and this study addresses that need. Notice

also that although cognitivism views learning differently from behaviourism, practices appropriate to each are not mutually exclusive. Vocabulary and word forms learned by rote (behaviourism) may be useful when other words or forms are learned through analysing contrasts or patterns (cognitivism). They may also be essential when putting together different types of knowledge to parse and translate sentences and longer sections of Latin.

Constructivism

This third learning theory is currently considered dominant in education (Ertmer & Newby, 2013, p. 67). Its stance on ontology and epistemology is aligned with the constructivist paradigms described in Table 2.3. Reality is not considered to be objective but to be subjectively constructed by each individual so that knowledge too is constructed by the learner from their experience in the context of the environment and social groups within which they are situated. Constructivism may be considered a branch of cognitivism because learning arises through mental activity, but is distinct in its view that each mind creates its own unique reality from what it experiences, while cognitivists claim the existence of an absolute external reality which is knowable through processing input. However, there are varying degrees of constructivism from 'those that postulate complete self-construction, through those that hypothesize socially mediated construction, to those that argue that constructions match reality' (Schunk, 2008, p. 274). At this latter end of the spectrum, cognitivism blends into constructivism.

Vygotskian Sociocultural Theory

One particular example of a constructivist theory, generally referred to as sociocultural theory (SCT), is based on Vygotsky's (1896 – 1934) work. This original work sets out a theory of individual and societal human development,

rather than one that covers only learning. Vygotsky emphasises the construction of knowledge in a social context claiming that '[a]ll the higher functions originate as actual relationships between individuals' (Vygotsky, 1978, p. 57). Human beings use tools to mediate between themselves and their environment (physical and societal). Use of these tools changes what a person can achieve. One of the most important tools is language because it facilitates the personal interaction through which learning takes place. Another key concept of Vygotskian sociocultural learning theory is the Zone of Proximal Development (ZPD). This is defined as

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers (Vygotsky, 1978, p. 86).

This concept is illustrated in Figure 2.1.

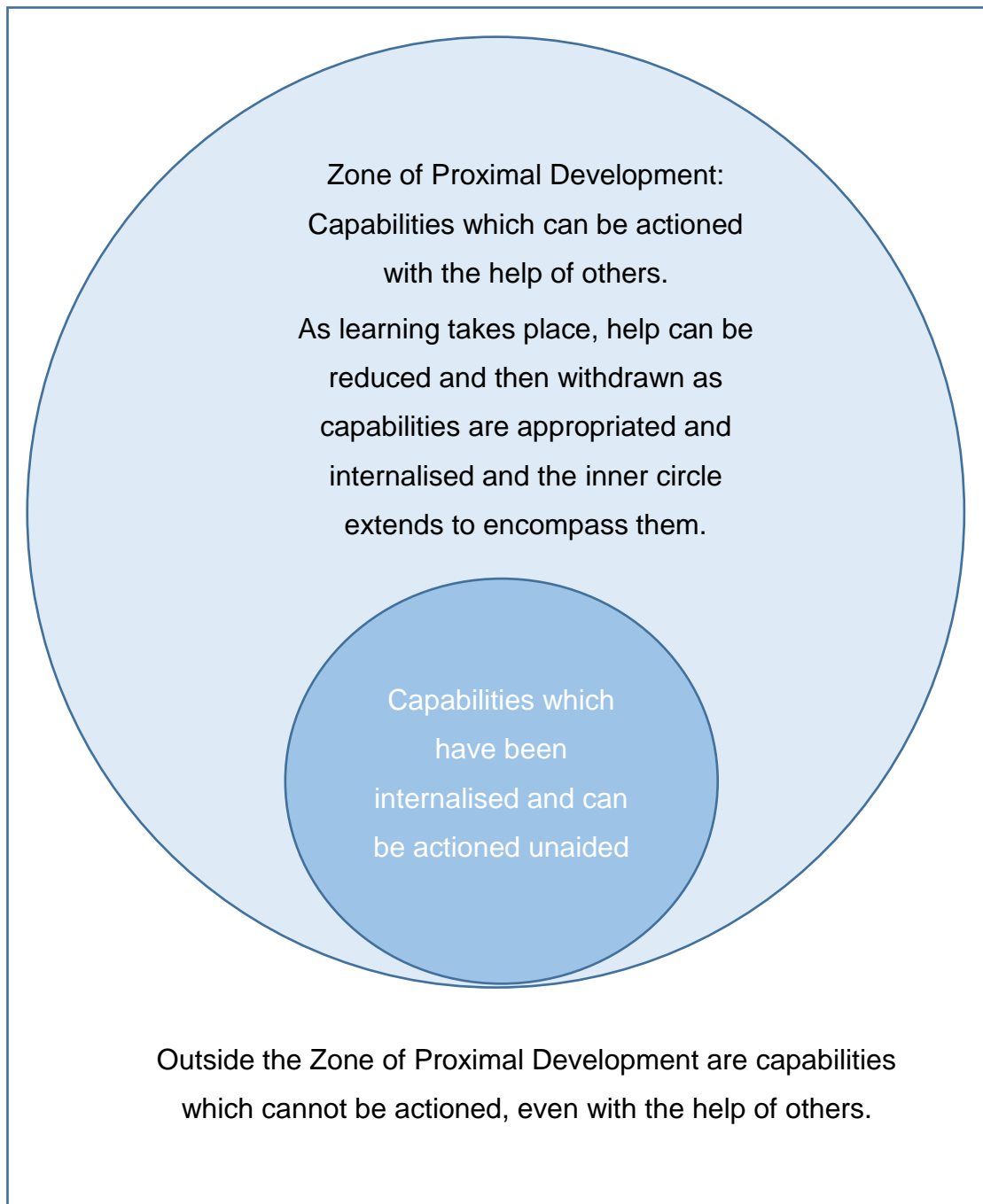


Figure 2.1 Vygotsky's Zone of Proximal Development (ZPD)

In this view of learning, the role of the teacher is to provide opportunities for interaction which challenge students to extend their performance beyond their current capabilities while receiving support which makes this possible. Such support is gradually withdrawn as the learner becomes able to function with less help until the extended capabilities are appropriated by the student. Suitable activities to support extension of capabilities might include 'reciprocal teaching,

peer collaboration and apprenticeships' (Schunk, 2008, p. 275).

Examples of Latin teaching activities whose efficacy might be explained, or use inspired, by constructivist theory include collaborative translations where students work in groups with or without a tutor and discuss different possible interpretations of Latin texts. It is not clear from the CUCD survey of 1995 whether this kind of activity was taking place during classroom activities listed as 'unseen translations' and 'prepared reading and translation' (CUCD, 1995b). More up-to-date and more detailed information on teaching practices will be provided by this study in investigating its first research question (RQ1). The application of a particular form of constructivist theory (Vygotskian sociocultural theory) to language learning will be discussed in section 2.3.5.

The three major categories of learning theory discussed here (behaviourism, cognitivism and constructivism) show a spectrum from a situation where the student is passive (behaviourism) to their taking a more active mental processing role (cognitivism) and finally to constructivism where the student is the creator of their own knowledge. The types of knowledge which may be gained also vary in complexity. Behaviourist theory is able to account for making associations between a stimulus and response, cognitivism for processing and synthesising information, and constructivism for constructing meaning either individually or in the context of a social group (Ertmer & Newby, 2013, pp. 48-58). In terms of inspiring reading in the fluent and enjoyable manner that I aspired to in my own Latin language studies, it would seem that behaviourism can contribute to understanding the automation of knowledge of grammar and vocabulary and to skills such as pronunciation. Cognitivism can cast light on the mechanistic parsing of words and analysis of syntax to produce meaning, while constructivism, with its emphasis on social context and personal interaction, has greatest synergy with the

idea of developing a more intense personal engagement with the Latin language and, by extension, with its texts. In addition, having seen that each of three major learning theories has some explanatory value in casting light on how Latin learning takes place, the motivation for further investigation of the applicability to Latin of language learning theories underpinned by these learning theories is strengthened.

2.2.3 Models of Language

Having looked at three major learning theories, the study now turns to consider three major models of language. These may also influence the language learning theories covered in section 2.3 and the approaches adopted when teaching languages (section 2.4). As each view of language is described, consideration is given to its compatibility with the way in which Latin is viewed in teaching contexts in UK universities and elsewhere.

Structural

This model originated in a set of lectures given by Swiss linguist Saussure in the early 1900s, notes from which were published posthumously (see Saussure, 1992 for Harris' translation). Whereas, before Saussure, thought and language had been considered separate, Saussure conceived of languages as 'the instruments which enable human beings to achieve a rational comprehension of the world in which they live' (Harris & Taylor, 1997, p. 210).

... languages themselves, collective products of social interaction, supply the essential conceptual framework for men's analysis of reality and, simultaneously, the verbal equipment for their description of it. The concepts we use are the creations of the language we speak (Harris in the introduction to Saussure, 1992, p. xiv).

Saussure describes how, in using languages, a linguistic 'sign' acts as a link between a concept (the 'signification') and a sound pattern ('signal') (Saussure, 1992, pp. 77-78). This conception stresses the importance of the auditory in language use – meaning is primarily encoded in sound that may then be represented by writing. Writing is important as a means of recording language use but is 'not part of the internal system of the language' (Saussure, 1992, p. 27). This primacy of the auditory in encoding meaning may be overlooked when teaching and learning Latin because its ancient usage at least has only been recorded in written form and because of uncertainties over pronunciation. The extent to which Latin is heard and spoken in UK university *ab initio* modules will be further investigated through this study.

However, some aspects of UK university *ab initio* Latin teaching do have strong synergy with the structuralist view of language as 'a system of structurally related elements for the coding of meaning' where mastery is equated with correct decoding or encoding of all elements (including phonological units, grammatical units and operations, and lexical units) (Rodgers & Richards, 2014, p. 23). This view also coincides with positivist ideas of epistemology and behaviourist learning because each lexical element is held to have some 'real' meaning or meanings with which it can be associated. The structuralist view of language is reflected in the way in which separate elements of the Latin language are taught, in the grammar-translation method, for example. Here, lists of vocabulary or tables of verb and noun paradigms are presented for rote learning without context, and then used to decipher the meaning of Latin phrases or sentences that again have no context or immediate relevance for the learner. Structuralist emphasis on the form of separate elements can be seen in the following question from an Open University specimen exam paper for 2012-13 *ab initio* module (now replaced):

Complete the following Latin sentences with the correct form of the words in brackets so as to give the sense of the English sentence.

EXAMPLE: *ego et filia ad agros* _____ (*eo*)

My daughter and I are going to the fields

ANSWER: *imus*

It seems unlikely that adherence to this view with its insistence on accuracy and promotion of mechanistic decoding will help the learner towards fluent personal engagement with ancient texts, though it might well be conducive to answering questions like the example above and suitable for carefully parsing and translating Latin texts into English. Whether it is these skills which are predominantly tested and taught in UK universities, and whether a structuralist view of language strongly influences module design will be further explored during this study.

Functional

The functional perspective on language arose in the late 1970s from the work of theoretical linguists including Halliday (1973), Givón (1977), Garcia (1979), and Langacker (1986). It focusses on meaning making and the achievement of personal communicative goals rather than the acquisition of a formal language system (Mitchell, Myles, & Marsden, 2013, p. 188). Mastery is considered to be the ability to communicate sufficiently well to make functional meaning known in particular contexts rather than to be totally accurate with grammar or vocabulary (Rodgers & Richards, 2014, p. 23). The Latin teaching practices seen so far, including those in the 1995 CUCD survey, have not shown evidence of students using Latin to communicate ideas that pertain to their everyday lives, either in written or spoken form. However, some elements of functionalism might be found in studying authentic Latin texts, if, for example, focus is placed on the particular

functions which the text fulfils and on the conventions for such communications. For example, exploration of the use of particular abbreviations used in commemorating the death of a loved one on an ancient gravestone would constitute adoption of a functional language model. Such evidence, though not clear from the CUCD survey, may become apparent as part of this study's investigation of current practice in UK universities. An emphasis on functional communication may also be found in Latin teaching practices outside UK universities, for example in activities conducted through the medium of Latin taking place at face-to-face and online gatherings and institutions (e.g. The Paideia Institute; University of Kentucky). This study will therefore also investigate other teaching contexts.

Interactional

This model, which began to emerge in the 1980s recognises the role of language in the construction and maintenance of interpersonal relationships and in 'the performance of social transactions between individuals' (Rodgers & Richards, 2014, p. 24). It was influenced by ideas relating to the teaching of language through an interactionist approach including Swain's work on the importance of language production and Long's research on the interaction approach in language teaching (see for example Ellis, 1999; Long, 1980; M. Swain, 1985). Language is a vehicle for externalising and sharing thoughts and emotions with others. 'Students achieve facility in using a language when their attention is focussed on conveying and receiving authentic messages (that is, messages that contain information of interest to both speaker and listener in a situation of importance to both)' (Rivers, 1987, p. 4). Mastery of language is then equivalent to the ability to communicate authentically with another person so that learning emphasis is on successful exchange of ideas, thoughts and emotions rather than on accurate use and

interpretation of linguistic features, which may not be necessary for such authentic communication to take place. This view is consistent with constructivist ontology and epistemology because meaning may be co-constructed by individuals interacting with each other rather than being absolutely and objectively defined by language itself. Such co-construction may take place during conversation, but the reading of a text may also be considered an interaction, with the reader bringing their previous experience to bear on what is written to construct a meaning particular to them.

In terms of *ab initio* Latin teaching in UK universities as reflected in the 1995 CUCD survey, there is no evidence of this view of language underpinning pedagogy (CUCD, 1995b). Students are not required to use Latin to communicate authentically – that is communicate their own thoughts or feelings – through the medium of Latin either during classroom activities or in examinations. When students read, their mastery is generally tested by their production of an accurate ‘translation’. In the context of *ab initio* (and later) examinations, this indicates a literal, interlingual translation where all Latin words are correctly parsed in terms of, for example, tense and number for verbs, case and function in sentence for nouns, and replaced with English equivalents which replicate these features as closely as possible. This narrow, language-learning focussed conception of ‘translation’ overlooks the possibilities of making a ‘communicative translation’; that is one that aims to produce as closely as possible the same effect on the reader of the translation as that produced in a reader of the original (Newmark, 1981, p. 39). Such a translation, which could be made in interlingual or intersemiotic form, would better reflect the interactional conception of language as a tool for sharing thoughts and emotions.

The current study aims to investigate whether evidence of an interactional view of

language in Latin pedagogy has emerged since the CUCD survey. In addition, it may be found that classroom discussions or joint translation of texts (with discussion taking place in the native rather than target language) includes personal engagement and meaning-making. Again this study will investigate whether this takes place in UK universities. It is also possible that use of Latin consistent with this model will be found in immersive situations where people need to find ways to construct meaning together to interact or in classrooms where such authentic communication in Latin is promoted. For example, Rivers describes such (modern language) classrooms as places where 'students are comprehending, communicating, creating language that is meaningful, in an atmosphere of trust and confidence that develops the students' own confidence' (Rivers, 1986, p. 6). Experiencing the use of Latin in such situations and viewing it as a vehicle for personal interaction seems more likely to lead to a meaning-rich engagement with written Latin than either of the previous two models of language. The investigation of learning theories and teaching practices motivated by an interactional model of language will therefore be an important feature of this study.

Table 2.4 summarises the three models of language described in this section along with the nature of language proficiency consistent with each view.

Language Model:	Language is:	Language Proficiency is:
Structural	'a system of structurally related elements for the coding of meaning'	'mastery of elements of this system' i.e. its phonological and grammatical units, grammatical operations and lexical terms
Functional	'a vehicle for the expression of functional meanings and for performing real world activities'	'knowing how a language is used to achieve different kinds of communicative purposes'
Interactional	'a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals'	'conveying and receiving authentic messages' in a situation of importance to both speaker and listener' (Rivers, 1987, p. 4). This includes externalising thoughts and emotions and interpreting those of others.

Table 2.4 Models of language and the nature of language proficiency based on Rodgers and Richardson (2014, p. 23) who also cite Rivers (1987, p. 4).

In progressing from structural to functional to interactional views of language there is a decreasing emphasis on accurate use of linguistic features and an increasing emphasis on making a meaningful connection with another person or text by using (spoken or written) language. Though the structural view is most evident in what is known of Latin teaching practices in UK university *ab initio* modules (as has been seen from the CUCD 1995 survey and OU assessment practices), the functional/interactional model promises a closer and more fulfilling engagement with other individuals either through conversation or when constructing meaning from written Latin. Also, it can be seen that the spectrum of learning theories is reflected in models of language. A structural view of language fits well with both behaviourist and cognitive theories of learning in that the concept of coded meaning is amenable to a stimulus-response theory of learning – equivalent

vocabulary and grammatical forms and rules can be committed to memory through drill – and then used to decode or encode meaning using (cognitivist) mental processing. Both constructivist theories and functional and interactional models emphasise effective communication in authentic circumstances and move emphasis away from accurate use and interpretation of lexical and grammatical features. It seems that much of what is known of Latin teaching in UK universities is rooted in the structuralist/behaviourist or cognitivist models and current research cited earlier gives little evidence of exploration of functional and interactional/constructivist concepts.

Evidence of practice compatible with other learning theories and language models may be discovered through this study's investigation of *ab initio* Latin pedagogy in UK universities. Meanwhile, the interactional/constructivist area of the grid seems to offer most synergy with a close social and personal engagement through language. It is therefore exploration of the combination of constructivist learning theory and interactional language model that is likely to prove most productive and innovative and is therefore most attractive for this study.

2.3 Language Learning Theories

Language learning theories seek to increase understanding of how languages are learned. By increasing this understanding they may also inspire or underpin the approaches taken to teaching languages. These theories seek to explain first language development that takes place in early childhood (L1) or second language learning that takes place at a later stage when one or more new languages are learned (L2). Theories may deal with language learning in general or with specific detailed aspects of language learning. They may be influenced by models of language (section 2.2.3) and by learning theories (section 2.2.2). Second

language learning theories may also draw on first language learning and child development theories. In 1993, Long identified 40 to 60 coexistent second language learning theories of varying scope, drawing on a wide variety of fields (Long, 1993, pp. 225-226). However, all these theories have been developed in the field of modern languages and there is little published scholarship which explores their relevance to learning Latin (exceptions include Carlon, 2013; Gay, 2003; Hunt, 2016; Macdonald, 2011; Masciantonio, 1988; Natoli, 2014; Wilkins, 1969), or which attempts to develop new theoretical explanations of how Latin is learned. This review covers those theories which have previously been investigated by Latin language researchers or whose influence has been claimed in the development of current Latin teaching practices. It will also consider theories that have the potential to advance research into further aspects of Latin learning which have not been explored previously.

2.3.1 Behaviourist / Structural Language Learning Theory

Much language learning research from the 1950s and 60s takes a structural view of language and reflects behaviourist views of learning (Mitchell et al., 2013, pp. 27-28). Key proponents of the application of behaviourist learning theories to languages included Fries (1945), who claimed that 'repetition and practice lead to accurate and fluent language habits' and Skinner (1957) who claimed '[first] language learning, like any other learning, takes place through stimulus-response-reinforcement leading to the formation of habits' (summarised in Mitchell et al., 2013, pp. 49-50). This theory states that when a second language is learned, new habits have to be learned to compete with or complement the first language ones. This led to the practice of Contrastive Analysis (CA) where first and second languages were compared so that emphasis on teaching could be placed on differences between L1 and L2 features. The combination of a structuralist model

and behaviourist learning theory also underpinned the Audiolingual Method in modern second language teaching (Rodgers & Richards, 2014, p. 26). More details of this method are given in section 2.4.

Though no research into the explanatory powers or inspirational value of this theory has been undertaken in relation to Latin learning, some aspects of the grammar-translation method, in particular rote learning and drill, are closely aligned with behaviourist learning theory and a structural language model.

2.3.2 Chomsky's Universal Grammar and Language Acquisition Device

Through the 1950s and 60s there was a shift from behaviourist to cognitive learning theories. In 1959, Chomsky directly challenged Skinner's behaviourist argument that first language learning could be explained through observation of factors external to the learner – 'present stimulation and the history of reinforcement' (Chomsky, 1959, p. 27). Chomsky emphasised the importance of the inner mental activity of the learner in describing the language learning process. He claimed that children are able to process the first language input they encounter and to use it to set parameters particular to that language within the innate abstract knowledge they have about language form, the so called 'Universal Grammar' (UG). He suggested that this was achieved using a special module in the brain known as the Language Acquisition Device (LAD). Using this, children can deduce grammatical rules from the input they receive and then generate new language output from them. An example of evidence for this can be seen in 'utterances such as *it breaked* or *Mummy goed*' (Mitchell et al., 2013), where rules for forming the past tense of verbs have been deduced and then applied (incorrectly) to generate new utterances. These utterances are not the result of conditioning or habit formation. The application of these ideas for second language

learning led to investigation of whether the first language learning interfered with or prevented the setting of parameters for a second language.

Chomsky's ideas became influential in the field of Latin teaching and learning when, in 1965, a project was initiated at Queen Mary College, London 'to investigate whether recent progress with linguistic theory [for modern languages] could be applied to the teaching of the classical languages' (Wilkins, 1969). Wilkins' linguistic research was to be the basis for a new Latin course for schools. This is one of very few examples of language learning theories recorded as being considered when designing a Latin course. The approaches and methods subsequently adopted in what became known as the *Cambridge Latin Course* (CLC) are described in section 2.4. Wilkins proposed that Latin teaching materials 'should rest upon an explicit course theory' and that this type of theory implied the existence of an 'overall design' that should 'both control construction and allow for the major problems and contingencies that use of the material is likely to provoke' (Wilkins, 1969, p. 169).

The theory is made up of the basic assumptions concerning LA [Language Acquisition] and LT [language teaching], and is responsible for the eventual form of the LT materials (Wilkins, 1969, p. 169).

While Wilkins' concept of 'course theory' does not exactly coincide with usual modern language definitions of language learning theories, it does encompass the idea of making assumptions about the way that language development takes place (language learning theory) and ties that, through design, to the way languages are taught. Wilkins makes it clear that he is drawing on Chomsky's ideas of 'transformative grammar' and the 'Language Acquisition Device' (see Wilkins, 1969, p. 181 and 192). He also extends Chomsky's ideas of deep and surface

structure of language to define the desirable level of Latin reading that a student should have at the 'terminal stage of [...] training' as the possession of three types of skill: processing of 'surface information' (which he relates to Chomsky's surface structure), having 'something of the view of the outside world [...] peculiar to that language – the cultural component' – and 'some literary appreciation of the conventions and artifices that are characteristic of the literature – the literary component' (Wilkins, 1969, p. 175).

Wilkins explains that he is influenced by Chomsky's idea of universal grammar and goes on to develop his own ideas about different types of grammar. He describes PG1, the 'personal grammar [...] built up intuitively by the learner', PG2, the 'pure grammar of descriptive linguistic analysis' and PG3, the 'pedagogic grammar which defines the acquisitional stages and places them in learning sequence' (Wilkins, 1969, p. 193). However, ideas relating to these grammars are not backed up by evidence from observation of learners. Nor is the source of Wilkins' ideas always clearly identified, though Gay suggests that the connection between language and culture is justified by the influence of a Sapir-Whorfian approach that recognises the 'inextricable link between language and culture (Gay, 2003, p. 80). Wilkins' theories have been criticised by other classicists as being 'impenetrable' and have not been revisited by subsequent Latin pedagogy scholarship. However, his interpretation and extension of Chomsky's work did set a valuable precedent in looking to modern language learning scholarship to cast light on the ways in which Latin learning takes place, and in making a very strong link between theory and its implications for practice. The practical consequences of Wilkins' work for the *CLC* will be covered in section 2.4. Gay has also suggested that the textbook series, *Ecce Romani* and the *Oxford Latin Course* were influenced by Chomsky and other modern language theorists (Gay, 2003), but first-hand accounts of this influence

have not been found.

Meanwhile, however, in the field of MFL learning, Chomsky's claims for an innate universal grammar are contested (Mitchell et al., 2013, p. 11). Tomasello, for example, has claimed that 'currently there is no evidence for it empirically, no precise formulation of it theoretically, and no need for it at all— if the nature of language is properly understood (Tomasello, 2010, p. 314). Challenging the innatist beliefs of Chomsky and his adherents, Sampson, in 1998, promoted the view that languages are 'cultural creations which individuals may learn in their lifetimes, if they happen to be born into the appropriate cultures, but to which no one is innately predisposed' (2001, p. 1). Drawing on evidence from the diversity of grammar in world languages and from symbolic archaeological artefacts, Everett also concluded that language is a cultural tool evolving over time and shaped by factors including 'psychology, history, culture' (2016, p. 2) rather than a genetically endowed human capability. Such challenges suggest the value to this study of considering theories of language learning that emphasise the co-construction of linguistic meaning within a social context (see section 2.3.4 Interactionist Theories).

Even without discarding genetic pre-disposition entirely, current thinkers are more inclined to emphasise environmental and developmental factors over inheritance. Connectionism, for example, has suggested a way of reconciling the poles of the nature (innate or genetic) versus nurture (culturally developed through experience) debate about the nature of human development (including the development of language). Connectionists model human development as the establishment of weaker or stronger connections within a neural network (Garson, 2016), making an analogy between the brain and artificially constructed networks (Elman, Johnson, Karmiloff-Smith, Parisi, & Plunkett, 1996, pp. 23-24). This view sees

human development as emergent from the interaction of (innate) genetic constraints and environmental influences (Elman et al., 1996, pp. xi-xii). Here genetic constraints are analogous to the architecture of an artificial network, and the environment to the stimuli provided to the network to allow learning to emerge, both factors being recognised as essential.

Despite challenges to Chomsky's work, the CLC textbooks inspired by him remain extremely popular in UK schools and constitute one of the few Latin courses unambiguously associated with a theoretical basis.

2.3.3 Krashen's Second Language Acquisition Theory

Another language learning theory (or more accurately a set of five hypotheses) which has influenced theoretical thinking in Latin pedagogy is Krashen's second language acquisition theory. Working on adults learning English as a second language, Krashen put forward five hypotheses. These are summarised in Table 2.5.

Hypothesis	Summary
The acquisition–learning distinction	<p>Acquisition is equivalent to ‘picking up’ a language as a child does – not being aware that they are learning and not learning, nor even deducing, formal rules, but gaining a feel for what grammatical forms are correct. Acquisition may also be called ‘implicit’, ‘informal’ or ‘natural’ learning.</p> <p>Learning (in Krashen’s theory) is a conscious process where learners are aware of, for example, grammar rules and of the need to get to know and apply them. This may also be called ‘formal’ or ‘explicit’ learning. Krashen claims that adults can use acquisition in developing a second language, using the same ‘language acquisition device’ as children, though they may not reach the same degree of fluency. He also notes that corrective feedback has little effect during ‘acquisition’ but is more effective in ‘learning’ (Krashen, 1982, pp. 13-15).</p>
The natural order hypothesis	<p>The ‘acquisition of grammatical structures proceeds in a predictable order’ for a particular target language. This order is not changed by the presence or absence of a particular previous language – adult second language learners have a similar (but not identical) order to first language children (Krashen, 1982, pp. 15-18).</p>

Hypothesis	Summary
The monitor hypothesis	The function of the acquired language system is to lead production of language both in spoken and written form. The learned language system acts only to monitor, and if necessary correct, what is about to be produced by the acquired system. Students who make excessive use of monitoring through what they have learned may become 'so concerned with correctness that they cannot speak with any real fluency' (Krashen, 1982, pp. 18-21).
The input hypothesis	This focusses on how acquisition takes place. It relies on the natural order hypothesis by assuming a number of stages through which students progress and then claims that they move from stage i to stage i+1 (where i is a whole number representing a stage) by understanding input which contains material from stage i+1. Such understanding in context leads to acquisition , as opposed to learning about a language system leading to understanding of input. 'The best way, and perhaps the only way, to teach speaking, according to this view, is simply to provide comprehensible input' (Krashen, 1982, pp. 21-29).

Hypothesis	Summary
The affective filter hypothesis	A variety of affective factors, including motivation, self-confidence and anxiety influence success in second language acquisition . These variables are seen as being outside the language acquisition device, but as ‘acting to impede or facilitate the delivery of input to the language acquisition device’ (Krashen, 1982, pp. 29-31).

Table 2.5 Krashen’s five hypotheses (based on Krashen, 1982, pp. 13-31)

Krashen provided some evidence for these hypotheses from his own research and that of others (Krashen, 1981). In terms of their applicability to Latin, writing in 1988, Masciantonio noted that Krashen was ‘largely unknown’ among classicists, and went on to explore some implications for Latin teachers from the five hypotheses above (Masciantonio, 1988). He noted the emphasis in the grammar-translation method on learning as opposed to acquisition, and the absence of opportunities to ‘pick up’ Latin through oral communication. He claimed that the then new *CLC* graded reading approach gave more opportunity for acquisition but regretted the lack of work on identifying a natural order for acquiring grammatical structures. His paper encouraged classicists to consider Krashen’s hypotheses and discuss their further implications (Masciantonio, 1988, p. 55). In Spring 2011, MacDonald, working in America, used Krashen’s hypotheses to challenge the ongoing adherence to ‘Grammar-Translation and Inductive Reading’ in Latin, and looked forward to the emergence of resources for a more communicative approach (Macdonald, 2011, p. 4). This challenge is being taken up in the USA by teachers appealing to Krashen’s ideas to justify adopting the Comprehensible Input (CI) approach which will be outlined in section 2.4 (see for example Patrick,

2011a; Patrick, 2015). There is, as yet, little scholarship providing evidence for the explanatory value of this theory in the field of Latin learning.

In addition, some of Krashen's hypotheses have been contested in the field of MFL, and a number of his ideas have been superseded (Mitchell et al., 2013, p. 41). The acquisition-learning distinction has been criticised for the vagueness of Krashen's definitions, and his claim that language that has been learnt (not acquired) can only be used to monitor production (the monitor hypothesis) because it cannot be tested (McLaughlin, 1990, pp. 619-621). The Natural Order hypothesis has been contradicted by some evidence (see meta-analysis by Luk & Shirai, 2009). The Input Hypothesis was challenged by Swain who claimed that, in addition to input, the production of spoken output was necessary for language learning. She argued that output production drew learners' attention to gaps in their knowledge leading to enhanced processing of input (to fill gaps), let learners test hypotheses about their language knowledge and provoked feedback on its comprehensibility, and provided practice with linguistic resources leading to automaticity in their use (M. Swain, 1993, pp. 159-160). The Input Hypothesis has also been criticised for the lack of clear definition of $i+1$ (Gass & Selinker, 2001, pp. 204-205; Mitchell et al., 2013).

Krashen's lack of specificity in explaining the functioning of the Affective Filter has also been criticised (Gass & Selinker, 2001, pp. 205-206). Van Houdt, writing in relation to the development of a new Latin course at the Catholic University of Leuven, has noted (without direct reference to Krashen's affective filter hypothesis) that 'emotional aspects play an important role in the reading process' (2008, p. 58). He claims that texts of particular interest to the reader promote successful comprehension while 'lack of self-confidence can completely paralyse someone's ability to read for understanding' (2008, p. 58). As reading is a central

aim for Latin learners (Balme & Morwood, 2003, p. 92; Campbell, 1988, p. 245; Hubbard, 2003, p. 51; Hunt, 2016, p. 7; Rogers, 2011, p. 1; Wilkins, 1969, p. 175), Krashen's affective filter hypothesis suggests that motivation and self-confidence should be maximised while keeping anxiety at a minimum. Latin modules in use in UK universities often aim to promote quicker progress towards accessing authentic (and often challenging) higher literature than modern language equivalents. For example, the OU Latin *ab initio* module that ran until 2012 reached the point where students were translating lightly adapted Cicero. By contrast, German students are not confronted with long excerpts from authentic literary works until they reach their third OU module. The rapid pace adopted for Latin may make reading less pleasurable, and therefore reduce motivation and self-confidence. The heavy emphasis on complete accuracy in all aspects of Latin learning (while modern language approaches may place more emphasis on global comprehension) may also lead to anxiety. The close focus of Latin modules on learning to access ancient Latin texts may reduce student motivation to participate in other learning activities, particularly oral communication. Indeed, some Latin students may have chosen to learn an ancient language because they prefer to avoid the challenge of conversing in a second language. Krashen's affective filter hypothesis may therefore have different implications for students of ancient and modern languages.

2.3.4 Interactionist Theories

Ellis defines two meanings of the term 'interaction'. First, interpersonal interaction is 'the social behaviour that occurs when one person communicates with another' (1999, p. 1). This may include face-to-face interaction or 'displaced' interaction generally involving the written medium (Ellis, 1999, p. 1; Nuttall, 2005, p. 11). The second meaning of 'interaction' is intrapersonal, and this takes place through

‘private speech’ or when different ‘modules of the mind interact to construct an understanding of or a response to some phenomenon’ (Ellis, 1999, p. 1).

Interactionist theories explore the relationship between interpersonal and intrapersonal interaction and both L1 and L2 language learning. Ellis explains that all theories of this type hold that interpersonal interaction in the target language is essential for L1 learning and ‘almost certainly beneficial’ for L2 learning, while intrapersonal interaction in the target language is essential for both L1 and L2 learning. Interactionist perspectives situate language development in the learner’s linguistic environment, in contrast with ‘mentalist perspectives’ (such as Chomsky’s) that see language development as the activation of innate linguistic knowledge (Ellis, 1999, p. 30).

One of the major bodies of theory compatible with an interactionist perspective has emerged from Long’s Interaction Hypothesis. Initially arising in the early 1980s out of Long’s unpublished PhD (Long, 1980) and building on Krashen’s Input Hypothesis (Krashen, 1981), it was formally expressed in by Long in 1996 (Long, 1996). It has since been augmented with ideas from other researchers including Swain’s Output Hypothesis (M. Swain, 1985) and has subsequently also been referred to as the ‘Interaction Approach’ (Gass & Mackey, 2015, p. 199). This claims that interaction promotes learning by providing input modified to be comprehensible to the learner, along with explicit and implicit feedback that draws attention to problems with their output and ‘drives them to produce modified output’ (Gass & Mackey, 2015, p. 199). The process of preventing or repairing problems in communication by modifying the structure of conversation has come to be called ‘negotiation of meaning’ (Ellis, 1999, p. 3). Modifications include, for example, ‘confirmation checks’ where a listener checks that he has understood what a speaker said, ‘comprehension checks’ where a speaker checks that the

person listening to him has understood what he said, and 'clarification requests' where one participant in the conversation realises that they have not understood the other and asks for further input (Gass, 2005). Interaction modifications promote language acquisition when they help learners to notice linguistic forms and when those forms can also be processed by the learner (Ellis, 1999, p. 8). During interaction, students may also specifically ask for help with language. Such events are called 'language-related episodes' and are taken to indicate that the learner is noticing a gap in their L2 learning and trying to fill it. These events have been shown to be correlated with L2 development (Gass & Mackey, 2015, p. 190).

Despite the broad influence of the Interaction Hypothesis or Approach in MFL classrooms, there is little evidence of its application to Latin learning in or of the use of face-to-face oral interactions as a way of learning Latin in UK universities. The CUCD survey of 1995 showed the presence of translation of English into Latin in university teaching activities, but did not include expression of one's own thoughts as a way of interacting with others either in written or spoken form. Reading and listening to others read aloud, which do take place in university *ab initio* Latin teaching, may be considered as forms of interaction with the ancient world through the text, but it is not clear whether these can flourish in the absence of more active and personally meaningful engagement using the target language. This question is fundamental in this study because of the central importance of reading as an outcome of Latin learning, and because of the absence of the need (in academic contexts) to interact in Latin for its own sake. Interactionist theories suggest that face-to-face oral interaction is beneficial (if not essential) in Latin language development.

In the field of Latin pedagogy, Carlon, working in the University of Massachusetts, has encouraged Latin teachers to look at the implications of post-Krashen modern

second language learning theories. She includes references to Swain and the Output Hypothesis (M. Swain, 1985, 2005) and to Van Patten's work on Processing Instruction (PI) that brings together explicit instruction in grammar with related comprehensible input and language production (VanPatten, 2002). Carlon reports that Massachusetts University has begun to introduce 'Living Latin' and 'immersive texts [ie those written entirely in Latin] and methods' in *ab initio* and intermediate modules there but, as yet, no results on benefits have been published (Carlon, 2013). In general, research undertaken in relation to interactionist theories has not been replicated in the field of Latin learning. Meanwhile, since the late 1990s, many modern language scholars have turned their attention away from the 'internal cognitive processes of the individual' that are the focus of the Interaction Hypothesis and towards the 'social and contextual dimension of language use' (Ellis, 1999, p. 16).

2.3.5 Vygotskian Sociocultural Theory applied to Language Learning

Writing in 2003, Block set out to explore the extent to which second language development researchers might 'adopt a more interdisciplinary and socially informed approach to their work' (2003, p. 1). He traced the origins of what he termed the 'social turn' for Second Language Acquisition (SLA) to Firth and Wagener's rejection of the conceptualisation of language as a 'cognitive phenomenon' rather than a 'social one' (Block, 2003, p. 2). Firth and Wagener had challenged the predominant (cognitivist) views of second language development research, which characterised learners as deficient in the L2 they were studying and as striving for native-like competence. They argued that this view was 'individualistic and mechanistic' and that it failed 'to account in a satisfactory way for interactional and sociolinguistic dimensions of language' (Firth & Wagner,

1997, p. 285).

One of the theories that flourished under this new impetus in language learning research, sociocultural theory (SCT), was formed by applying Vygotsky's sociocultural theory of human development, already introduced in section 2.2.2, to language learning. Key concepts of the theory include mediation, appropriation, internalisation, scaffolding and the Zone of Proximal Development (ZPD) (for detailed definitions see Lantolf, Thorne, & Poehner, 2015, pp. 208-213). The idea of mediation describes the way in which humans use tools to interact with the physical and social world in which they are situated (Lantolf et al., 2015, pp. 208-211; Vygotsky, 1978, pp. 9, 18-19). The tools available for use by each individual are dependent on the cultural and historical (that means relating to the point in the timeline of human development) conditions in which they live. The use of such tools is learned first in interaction with other people and then their use is appropriated so that they can be used by the individual without help (Vygotsky, 1978, p. 57).

Within the field of language learning, SCT holds the target language in a very special position. It is simultaneously considered to be the tool whose use the learner aims to appropriate and (when interpersonal interaction takes place in the target language) the tool through which learning interactions take place. Finally, it can be internalised to provide a means for intrapersonal communication in silent speech and for framing thought. During target language interaction, the learner receives help from another person to perform linguistic acts that he or she could not perform alone. This help, which may be given by a second person at a more or less advanced level of language skill, is termed 'scaffolding'. It enables a learner to function within their ZPD – that is they can achieve acts that are beyond their unaided skill, but possible with the scaffolding a second person provides (see for

example Ellis, 1999, p. 20; Lantolf et al., 2015, pp. 212-213). Gibbons has defined 'scaffolding' as 'the temporary assistance by which a teacher helps a learner to know how to do something so that the learner will be able to complete the task alone (Gibbons, 2002, p. 10). However, Thorne and Hellermann have pointed out that 'inside the physical space of a classroom or in spaces outside of classrooms, expert-novice relationships arise and shift for myriad reasons' (Thorne & Hellermann, 2015) so that language learning relationships are not necessarily always teacher-student (or expert-novice), but learning may be fostered between peers or learners at a variety of relative levels. Thus, SCT might be expected to cast light on language learning events both inside the language learning classroom and in informal social situations.

In the field of MFL research, sociocultural theory has been used to gain better understanding of language development (for overview see Mitchell et al., 2013, pp. 227-249). A prevalent research method is analysis of dialogue between learners and their teachers (or peers) for evidence of SCT concepts (see for example Ohta, 2001, pp. 57-58). Studies include early work by Frawley and Lantolf, demonstrating the use of private speech among L2 learners as a means of progressing towards controlling their own language production (1985), an area of research subsequently developed by a number of researchers (for example J. Lee, 2008; McCafferty, 1992; Ohta, 2001; M Swain, Lapkin, Knouzi, Suzuki, & Brooks, 2009). The concepts of mediation and the ZPD have been the subject of a number of studies investigating how the gradual reduction of the amount of scaffolding provided during development of some concept leads to appropriation and independent functioning. An example is Aljaafreh and Lantolf's account of English as a Second Language (ESL) students developing grammatical accuracy in their written English in addition to the capacity for self-correction of their writing. The

study showed that, over time, the level of support required from the teacher to elicit self-correction of grammatical errors reduced as students progressed towards self-regulation in both grammar use and correction (Aljaafreh & Lantolf, 1994). Working with two groups, one learning Japanese and one English as a second language, Foster and Ohta used L2 dialogue between fellow students to demonstrate the ability of peers to provide scaffolding for each other to facilitate elements of language production of which neither was capable of in isolation (2005). They concluded that encouragement and interest from interlocutors were frequently-occurring and important aspects of scaffolding in this context (2005, pp. 424-425).

Recent sociocultural research in L2 pedagogy has included exploration of two approaches 'firmly grounded in SCT': systemic -theoretical instruction (STI), which 'follows a specific set of procedures for promoting internalisation of the object of study', and Dynamic Assessment (DA), which 'relies on teacher-learner' negotiation in which the learner's responsivity to the teacher's mediation is central' (Lantolf & Thorne, 2006, p. 291). There is further promise in exploring these new SCT-based approaches (Mitchell et al., 2013, p. 249), as well as others that predate the emergence of SCT as a framework for second language learning research or that bring together SCT concepts with other language learning theories and methods. For example, 'although CLT did not originate in SCT, SCT thinking overlaps and develops CLT' (Negueruela-Azarola & García, 2016, p. 298) and the exploration of aspects of CLT through an SCT framework is therefore a promising avenue of research (see section 2.4.9 for more details of CLT).

The fact that SCT recognises the situatedness of tools (including language) in their cultural and historical setting makes it an attractive one for those interested in ancient languages as it suggests knowledge of an ancient language as a means of

accessing more closely the ways of thought of an ancient culture. Despite this, little research into the implications of SCT for Latin learning has taken place. Wilkins did describe having ‘something of the view of the outside world that is peculiar to that language’ as one of the components of successful Latin reading and this might have some link with SCT’s perception of language as culturally and historically situated, but Wilkins does not describe the theoretical basis for his claim (Wilkins, 1969, p. 175). The Open University’s most recent Latin *ab initio* module has taken an approach to teaching Latin that integrates cultural awareness (and literature) with language study, but again the theoretical basis for this decision is not evident in current publications. In describing the theoretical motivation for group learning activities in his Latin classroom, Natoli has called upon the concepts of scaffolding and the ZPD (2014, p. 38). However, the full potential of SCT to cast light on Latin learning and to inspire Latin pedagogy is far from being explored. Because of its emphasis on the cultural and historical setting, and on the internalisation of language to frame thought and because of its potential to explore learning settings between both experts and peers, this particular theory is a very appealing one for further investigation in this study.

2.4 Language Teaching Approaches and Methods

This section examines some approaches and methods implemented in MFL teaching and explores what is known of their use in Latin teaching in UK universities and beyond. Each of these was considered as an option for further exploration in this study before the decision was made to focus on a communicative teaching approach. The order of description (2013, p. 35) follows the chronology for modern languages used by Celce-Murcia (1991) and much of the content relating to MFL approaches is adapted from the same paper.

2.4.1 Grammar-Translation

This approach was first adopted for classical languages and then implemented for modern languages where its use has now decreased (Rodgers & Richards, 2014, pp. 4-6).

Grammar-translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. (Stern, 1983, p. 455).

Instruction is given in the students' native language and the teacher need not speak the target language. 'The result of this approach is usually an inability on the part of the student to use the language for communication' (Celce-Murcia, 1991, p. 3)

However, in Latin instruction, grammar-translation is 'centuries old' and 'still nearly universally accepted' despite claims from 'dissenters' to this method that it is 'too tedious, too difficult, too boring, and too likely to lead to a loss of student interest' (Wingate, 2013, p. 493). Dickey mentions the memorisation of grammatical paradigms and the study of syntax as one of the methods used by Greeks learning Latin in the ancient world with the added difficulty that grammars of Latin, even for complete beginners, were written entirely in Latin (2016, p. 5). The CUCD survey of 1995 evidenced the ongoing popularity of activities and textbooks compatible with the grammar-translation method (CUCD, 1995b). This study will consider whether the exclusive use of this method with its lack of attention to communicative skills may hamper reading attainment.

2.4.2 Direct/Natural Method

This approach was developed in MFL teaching as ‘a reaction to the grammar-translation approach and its failure to produce learners who could use the foreign language they had been studying’ (Celce-Murcia, 1991, p. 3). Only the target language is used in instruction. Actions and pictures are used to make the meaning of utterances clear. Grammar, vocabulary and the target culture are taught inductively. The teacher needs native-like proficiency in the target language but does not need to know the students' native language. ‘Literary texts are read for pleasure and are not analyzed grammatically’ (Celce-Murcia, 1991, p. 4).

In 1911, W.H.D. Rouse founded the ‘Association for the Reform of Latin Teaching’, with the intention of spreading the use of the ‘direct’ or ‘natural’ method which he adopted for Latin at the Perse school. Although this method proved successful in terms of Rouse’s students gaining places at prestigious universities, it did not seem to be possible to implement it more widely:

Many people came to their lessons and thought them amazingly effective.

Then they went away and tried the method in their own classrooms; and failed utterly (Peckett, 1992, p. 7).

This study’s survey of UK universities found no evidence for use of this method in current *ab initio* classes, perhaps because the skill of Latin speaking has not been much studied or practiced by the current generation of teachers. It may also be that teaching solely through the medium of Latin without any prior knowledge of the language would prove very challenging for some students and ‘exclude too many people too quickly’ (Tunberg in Lloyd, 2016, p. 14).

2.4.3 Reading Approach

Developed in MFL teaching as a reaction to the difficulty in implementing the Direct Method for non-native-speaker teachers, this approach focuses on reading comprehension as the most useful skill. Vocabulary is introduced gradually with the most useful words first (i.e. those that occur most frequently in the vocabulary required for a particular module or purpose). Only the grammar necessary for reading comprehension is taught. Classroom activities include translation. Neither teachers nor students are required to speak the target language (description of this approach is based on Celce-Murcia, 1991, p. 4).

This approach was introduced in UK schools through the Cambridge Latin Project where it was inspired by Wilkins' theoretical research and his interpretation of Chomsky's ideas of Universal Grammar and the Language Acquisition device (Wilkins, 1969). Texts which use new grammar points are read before the grammar is introduced and pupils are encouraged to absorb how the grammar works for themselves before explanations are given. Passages progress from very simple illustrated phrases at the opening of book I, through longer sentences to continuous text, until, at Book V, students are reading lightly adapted original ancient texts (CSCP, 1998). There is also an accompanying grammar reference book, *Cambridge Latin Grammar* (Griffin, 1991). This approach is also evident in the latest Open University *ab initio* Latin module (Betts et al., 2015).

Although the reading approach was not inspired by Krashen's theories in either the CLC of Open University implementations, it is consistent with his ideas of progressing through processing input that gradually increases in difficulty.

A focus on reading seems natural in Latin teaching because of the central importance of access to ancient texts, and because other forms of communication

in Latin (listening, speaking and writing) are not generally considered as ends in themselves. However, maintaining a focus on reading to the exclusion of other communicative skills rests on the assumption that speaking listening and writing are not necessary or beneficial for reading. This study will challenge this assumption.

2.4.4 Audiolingualism

This approach was developed for MFL as a reaction to the lack of oral and aural skills developed under the reading approach. It incorporates structural ideas of language and behavioural approaches to learning. Phrases exemplifying correct, carefully sequenced grammatical structures are mimicked and memorised and grammar rules learned inductively from these examples. Listening is prioritised and vocabulary is limited in initial stages. Correct pronunciation and avoidance of all forms of error are stressed. The teacher does not need native speaker competence as vocabulary and grammar input are carefully controlled (description of approach based on Celce-Murcia, 1991, p. 4).

This approach does not seem to have been tried for Latin teaching though elements of it can be seen in the repetition game which is part of the 'Where are your Keys?' technique. This is utilised in Latin teaching in parts of the USA and Europe, for example in the *Septentrionale Americanum Latinitatis Vivae Institutum* (The North American Institute of Living Latin, SALVI) summer schools and workshops for training Latin teachers in innovative techniques. This game uses real objects and students repeatedly take turns in answering the facilitator's questions about these objects, by first learning to repeat the facilitator's answers.

2.4.5 Oral / Situational Approach

The essence of this approach is that new lexical and grammatical terms are

introduced and practised orally in the context of particular real-life situations (e.g. going to the bank) before being presented in written form. Developed as a reaction against the reading approach's lack of emphasis on oral or aural skills which are generally important in their own right in MFL learning, this approach was dominant in Britain during the 1940s, 1950s, and 1960s. It is still in use in English as a foreign language (EFL) teaching today (see for example International House, 2016, p. 11). It builds on the Direct Approach, in that only the target language is used in class. Emphasis is placed on introducing the most 'general and useful' (Celce-Murcia, 1991, p. 4) lexical terms (in real-life situations) and grammatical structures progress from simple to complex.

This approach does not seem to have been tried for Latin. This may be because some vocabulary needed for modern day life is not available in Classical Latin, though lexica of neologisms derived from Classical Latin origins are maintained by the Vatican (Fondazione Latinitas, 2003) and at Wyoming Catholic College (Morgan & Owens, 2015).

Although this situated approach does not seem to have been used for Latin in recent times, Dickey claims that Greek speakers learning Latin in the East of the Roman empire used a somewhat similar approach. They studied dialogues that prepared them for everyday situations, for example going to the baths and asking someone to watch their clothes while they swam (Dickey, 2016, p. 4). Their use of these dialogues (or colloquia) was also reminiscent of the Audiolingual approach in that they memorised them. To ensure that they understood what they were memorising, the colloquia were arranged in narrow columns of 1 to 3 Latin words with their Greek meaning in the adjacent column (see for example Dickey, 2016, pp. 128-129).

2.4.6 Cognitive Approach

This approach developed in MFL pedagogy as a reaction against the behaviourism of the audiolingual approach so that rule acquisition and application replaces habit formation. Grammar may be taught inductively or deductively. Pronunciation and total accuracy are de-emphasised and errors are viewed as part of learning. Reading writing speaking and listening are each considered important. Learning is tailored to the individual. The teacher needs to be able to analyse the language and to have good general proficiency in all four skills. The rule-learning aspect of this approach is seen frequently in Latin teaching where it is a prominent part of the grammar-translation method.

2.4.7 Affective/Humanistic Approach

This approach reacts against the lack of consideration of affective factors (i.e. respect for feelings and needs of individuals) in audiolingualism and cognitive approaches. Communication meaningful to the student is emphasised and group work and peer support encouraged. Interaction is considered necessary for learning. Both native and target language are used and the teacher needs proficiency in both as well as being able to work as a counsellor and facilitator.

This approach does not seem to have been employed in Latin teaching in UK universities where communication in Latin that is meaningful to the student is not in evidence, but elements of the approach, such as pair and group work, and respect for individual needs, may be seen alongside other approaches.

2.4.8 Comprehension Based Approach / Comprehensible Input

This approach relies on research in first language acquisition, and a belief that first and second language learning are similar. Listening comprehension is tackled

before other skills (as with a child). From this, speaking, reading and writing will develop with time and exposure to sufficient input. Learning begins with students responding non-verbally to the teacher's meaningful speech before progressing to produce language themselves. By delaying speech, it is believed that student pronunciation is better when they do start to speak. Learners are gradually introduced to input which is one step above their level of competence (as with Krashen's $i+1$). Students learn rules to monitor their production (again in line with Krashen), but spontaneous production arises from language that has been 'acquired' through processing input. Emphasis is on language as a tool for interaction and error correction is de-emphasised. Audiotapes and videotapes can be used as input if the teacher is not sufficiently fluent to provide spoken input.

Some elements of this approach can be seen in the initial stages of Rouse's implementation of the Direct Method, where students respond physically to Latin commands (Rouse & Appleton, 1925). This aspect can also be seen in Total Physical Response (TPR) which is one of the techniques used in SALVI Latin immersion workshops and teacher-training sessions (Lindzey, 2015, p. 72).

Another technique widely used in America is 'Teaching Proficiency through Reading and Story Telling' (TPRS) fits well with this approach. Here teaching is through the telling of stories (aloud or through reading) which are immediately relevant and interesting to students, introducing grammar only when students require it to understand the story (Patrick, 2011b). This approach is not currently in evidence in UK universities where input is largely confined to written form.

2.4.9 Communicative Approach

The communicative approach to language teaching or Communicative Language Teaching (CLT) developed as a result of dissatisfaction with the audiolingual

method and with situational approaches. Rather than rehearsing set phrases for use in a variety of situations, it turned the focus from accuracy of form to successful transfer of meaning, 'on communicative proficiency rather than mastery of structures' (Rodgers & Richards, 2014, p. 84). Looking at language as a functional tool for communication, developers of this approach, including Candlin (1976) and Widdowson (1978) followed the work of Halliday (1973) in functional linguistics and of Hymes (1972) in sociolinguistics. Ellis distinguished between two meanings of 'communicative approach'. The first, which he related to Krashen's idea of language acquisition, comprised learning through communication in the target language in informal situations. Here, the process of communication is the focus (Ellis, 1982, p. 73). The second meaning covers teaching taking place in formal situations where aspects of the language are learned so that they can be used to communicate. Here the focus is on communication as product (Ellis, 1982, p. 73). Howatt describes these two different forms of the approach as 'communicating to learn' and 'learning to communicate' (2004, p. 184).

In a 'communicating to learn' environment, the teacher facilitates interaction between pairs and groups of students providing opportunities for them to transfer and negotiate meaning in situations that require them to exchange information. This might include role-play in varied social contexts. Activities reflect real-life situations and demands. The teacher needs native-like competence in the target language. In a 'learning to communicate' environment, the teacher may use the students' native language (or the target language) to explain aspects of the target language grammar, syntax etc. so that students can practise and use what has been explained by interacting with others.

The CUCD survey of 1995 showed no evidence of the use of CLT in Latin teaching. However, there is some later evidence of exploration of the use of Latin

as a means of communication in one UK university, where it was inspired by looking back at Latin learning approaches prior to introduction of the grammar-translation method (Coderch, 2015). Some activities compatible with CLT can also be experienced at face-to-face and online immersion sessions held in a number of organisations in the USA and mainland Europe (e.g. SALVI; The Paideia Institute; University of Kentucky). These gatherings may include extended periods where participants undertake activities compatible with a communicative approach. Formal classes prepare students to for informal social interaction outside the classroom. The formal classroom instruction is largely consistent with the weak form of the communicative approach in that students are 'learning to communicate', though for Latin students, in contrast to MFL students, this is not the ultimate aim of the lessons. Rather these equip students for 'communicating to learn'. The extended role-play of being immersed in a (simulated) Latin-speaking community is compatible with the underlying assumption of the strong form of the communicative approach – that language is learned by using it to communicate with others. There is anecdotal evidence for the positive effect this experience of Latin immersion has on engagement with the Latin language (e.g. King, 2011), but as yet a lack of research to confirm claims made for it (Carlson, 2011; M. Minkova & Tunberg, 2012).

Because of its emphasis on effective transfer of meaning, this approach is attractive as an avenue to explore to promote reading fluently (as opposed to translating by decoding vocabulary and grammar). In addition, events such as the *conventiculum* in Lexington offer the chance to experience both formal and informal versions of the Communicative Approach, an attractive prospect for this study.

This section has shown that a number of the approaches that have been adopted

in MFL teaching have not yet been explored in UK university Latin teaching settings. This study selects one particular novel approach (the Communicative Approach) and explores its potential benefits for helping students realise their learning goals. As has been seen this has been very little explored in the context of UK universities, but is practised in other situations with anecdotal evidence for beneficial effects on reading. Further reasons for the selection of this approach as the focus of this study are given in section 3.1.2.

2.4.10 Learning Styles

One further development in pedagogy is of some relevance to this study. Over the last 40 years there has been 'substantial growth in the literature of learning styles' (Wong & Nunan, 2011, p. 145). These are defined as 'an individual's natural, habitual and preferred way of absorbing, processing and retaining new information' (Kinsella, 1995, p. 171). A number of taxonomies of learning style have been developed including those that characterise learners by personality type, using, for example, the Myers-Briggs Type Indicator (Myers & McCaulley, 1985). Other examples of taxonomies include those that categorise by learning type, for example: 'accommodator', 'diverger', 'converger' or 'assimilator' (Kolb, 1983, p. 96), or by modality strength: visual, auditory or tactile (Barbe, Swassing, & Milone, 1979). An extensive collection of other ways of categorising learners have been developed (for a comprehensive overview, see Coffield, Moseley, Hall, & Ecclestone, 2004). There is, however, no consensus on which taxonomy (or taxonomies) should be used to assess learning styles nor on whether pedagogy should be consistently matched to them (Coffield et al., 2004, p. 140).

Nonetheless, Grasha has claimed teaching methods should be varied to avoid boredom (Grasha, 1984, p. 51), and Gregorc that variety is 'intrinsically more pleasant for all students' (Gregorc, 1984, p. 54). The proliferation of research into

learning styles demonstrates a widespread conviction that a single teaching approach cannot meet the needs of all students. In using learning styles for language learning, Oxford claims that:

Instead of choosing a specific instructional methodology, L2 teachers would do better to employ a broad instructional approach, notably the best version of the communicative approach that contains a combined focus on form and fluency. Such an approach allows for deliberate, creative variety to meet the needs of all students in the class. (2003, p. 16)

This belief reinforces the value of expanding Latin pedagogy to include a wider variety of teaching methods and of prioritising exploration of the benefits of a communicative approach for Latin learners.

In the field of Latin pedagogy, Deagon has explored the implications of a variety of different learning styles and concluded that 'the single-style approach to Latin [grammar-translation] still so commonly in use has the negative effect of discouraging students with noncompatible learning styles' (2006, p. 45). She also attributes the fact that fluent reading (and speaking) skills are now rare among Latinists to the predominant pedagogical focus on memorisation of endings and vocabulary that discourages the integration of what is memorised with its meaning. A wider variety of approaches can, Deagon claims, 'help students move beyond the shallow/reiterative stage' (2006, p. 45). This observation adds to the impetus for this study to explore approaches to Latin teaching beyond those currently in use.

2.5 Defining Reading Aims

Because of the importance placed on accessing ancient texts by tutors who responded to the 1995 CUCD survey and because of my own frustrated aims in

reading such texts, this section focusses entirely on reading. It augments learning theories developed for MFL (section 2.2.2) with concepts from L1 and L2 reading research in order to work towards defining qualities of reading to which Latin learners (including teachers) aspire, and that this study will explore. It also includes a section on scholarship relating to Latin reading to confirm or refute my own perception of the gap between goals and attainment in the learning experience of other Latinists.

2.5.1 Key Concepts Relating to Reading

This section introduces key concepts from scholarship in both first (L1) and second (L2) language reading and indicates their relevance to Latin reading.

What is Reading?

Reading can be considered as part of a communicative process through which some form of message (e.g. facts, ideas, or feelings) is transferred between a writer and a reader via written language (Nuttall, 2005, p. 4). The purpose of reading is to derive meaning from the written language. As with spoken communication, the degree to which the writer's message coincides with what the reader receives depends on each individual's command of the language used and on the assumptions each makes about the world in the context of their own life experiences (Nuttall, 2005, pp. 6-8). The set of assumptions formed through mental organisation of life experiences are called schemata and these are never identical for any two people. There is always some mismatch between what the writer (or speaker) wants to express and the meaning the reader (or listener) constructs from the text (or what they hear) and their own schemata (Nuttall, 2005, pp. 4-7). The reader's command of Latin and their familiarity with the schemata of the ancient writer will therefore influence the meaning they are able to make from

an ancient Latin text.

The act of reading may also be considered as an intrapersonal interaction where 'different modules of the mind interact' to construct meaning (Ellis, 1999, p. 1).

In reading for example, we draw interactively on our ability to decode print, our stored knowledge of the language we are reading and the content schema through which our knowledge of the world is organised (Ellis, 1999, p. 1).

For reading in Latin or other L2 language, this view of reading is consistent with the concepts of internalisation of the language and its use as a tool for mediating intrapersonal interaction described in SCT.

The Simple View of Reading (SVR)

Reading has been acknowledged to be a complex process involving 'thinking, evaluating, judging, imagining and problem solving' (Gates, 1949). While acknowledging such complexities, the Simple View of Reading (SVR) claims that the many higher mental processes involved in reading can encompassed within just two components: 'word decoding' and 'linguistic comprehension'. The complex processes listed by Gates are all brought to bear when processing language in spoken form. The skill of reading is distinct from this type of linguistic comprehension only in that the reader is responding to graphic, rather than acoustic, signals and that this requires the reader to 'decode the graphic shapes [of written materials] into linguistic form' (Hoover & Gough, 1990, pp. 127-128).

Reading comprehension is defined as 'the product of word decoding and listening comprehension' (Verhoeven & van Leeuwe, 2012, p. 1806). Once word recognition has become 'automated' (i.e. fast and requiring no conscious effort) the mental resources once used in decoding are freed to be used in the creation of

meaning, and the reader's listening comprehension becomes more prominent as the limiting factor in comprehension in both L1 and L2 reading (Verhoeven & van Leeuwe, 2012, p. 1807). Therefore, 'limited oral proficiency level may make the development of reading comprehension for L2 learners at risk' (Verhoeven & van Leeuwe, 2012, p. 1807). Since there is little evidence to date of focus on listening comprehension in Latin teaching in UK universities, this absence may be a limiting factor in the reading ability of students.

Reading Fluency

When children first learn to read in their own language, their progress is often assessed by their ability to read aloud with expression and this is termed (oral) reading fluency. This study does not concern itself with the skill of reading aloud *per se* as this is not a central aim of studying Latin, but with the act of silent reading to make meaning from a text. However, some of the factors that contribute to oral reading fluency are also linked with reading comprehension and are therefore valuable in exploring the qualities of Latin reading too.

The concept of 'reading fluency' has itself been defined in a number of ways. Samuels claims that (for L1 learners), the most important property of fluent reading is 'the ability to identify words and comprehend at the same time' (Samuels, 2002, p. 166). Other definitions refer to 'accuracy, automaticity and prosody as factors in comprehension of a text' (Kuhn, Schwanenflugel, & Meisinger, 2010, p. 238).

Accuracy refers to the recognition of words and their association with an appropriate meaning. Automaticity is associated with 'speed, effortlessness, autonomy, and lack of conscious awareness' and in L1 reading at least, speed is thought to increase with accuracy through practice (Kuhn et al., 2010, p. 231; Logan, 1997, p. 124). Autonomy means that a process continues without the

actor's conscious intention. Prosody usually relates to reading aloud with 'appropriate expression or intonation coupled with phrasing that allows for the maintenance of meaning' (Kuhn et al., 2010, p. 233). However, Kuhn et al have noted the close relationship between the oral prosody of readers and their silent reading comprehension (2010, p. 238). In the context of this study, it is silent or 'implicit prosody' that is important, that is intrapersonal expression of meaning through inner speech. Research suggests that accuracy and speed also contribute to reading fluency. Though prosody is almost certainly related to both reading fluency and reading comprehension (Kuhn et al., 2010, p. 237), the matter of whether prosody is a cause or effect of comprehension remains undecided (Kuhn et al., 2010, p. 234). Meanwhile, reading fluency is generally accepted to contribute to reading comprehension (Schwanenflugel et al., 2006, p. 496).

Engaged Reading

L1 reading researchers claim that engaged readers are intrinsically motivated – that is they enjoy reading for its own sake, and that enjoyment of reading is linked with development of reading skills and essential for achievement of a student's full literacy potential (Gambrell, 2011, p. 172).

Researchers in learning motivation have described 'engaged' activity as 'a flow experience' in that it feels like 'being carried away by a current' (Csikszentmihalyi, 1991, p. 127) and that activities that are enjoyable in their own right (autotelic) are characterised by a

concentration that prevents worry and the intrusion of unwanted thoughts into consciousness, and in a transcendence of the self, (Csikszentmihalyi, 1991, p. 131)

Csikszentmihalyi also mentions 'trying to recreate visually the places and events

described' while reading (Csikszentmihalyi, 1991, p. 132). This visual aspect of reading has also been described as 'a movie that rolls effortlessly as we turn page after page' (Donka & Pennell Ross, 2004, p. 81). Visualisation as an aspect of reading will be further explored in this study.

The concepts of schemata, reading comprehension, reading fluency, speed, automaticity, prosody and engaged reading inform the design of reading exercises used in this study to investigate the effects of active use of Latin.

2.5.2 A Sociocultural View of Reading

For the purposes of this study, I consider text as a tool for mediating interaction between an author (writer) and reader. Writer and reader co-create meaning through the text. Their different life schemata will cause their constructed meanings to differ (Nuttall, 2005, p. 6), as is the case in any human interaction. However, author and reader can draw closer if each is aware of the other's background. The reader's constructed meaning will more closely coincide with that of the writer if she increases her awareness of his culture of origin. In addition, the created meaning will have significance in the life of the reader if she is able to bring her own experiences and cultural background to the creation of meaning. The interaction between reader and ancient author is illustrated in Figure 2.2

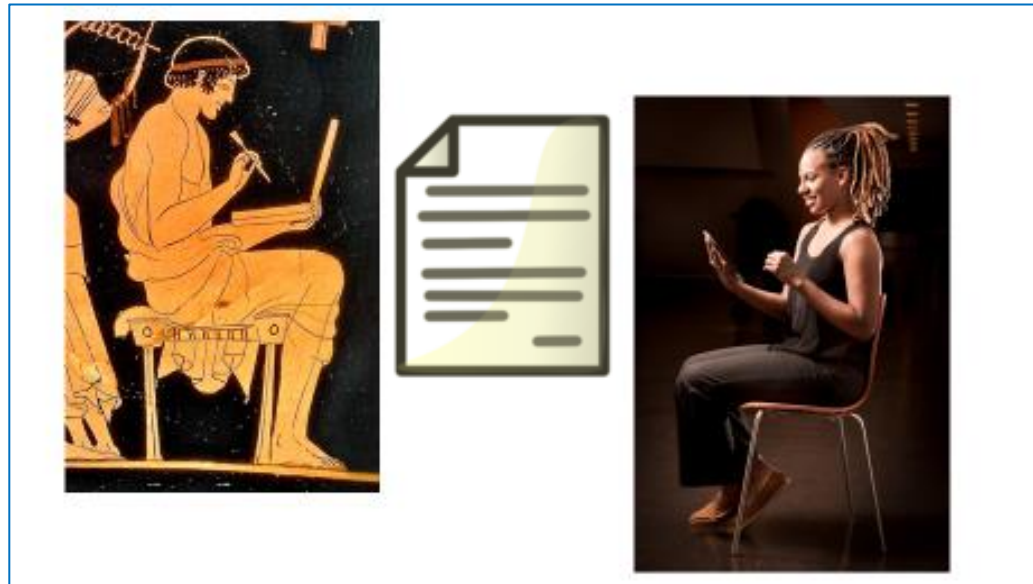


Figure 2.2 Ancient text as a tool for mediating between author and reader

(Picture on left from ancient vase painting by Douris (c.500 BC), Berlin, Staatliche Museen. Picture on right commissioned for this study (Houlker, 2013))

In this study, I refer to two aspects of reading: ‘reading with comprehension’, and ‘reading with engagement’. By ‘reading with comprehension’ I mean constructing meaning from the text during the act of (silent) reading (without consciously parsing each word and replacing it with an English equivalent). The ultimate form of this definition of ‘reading with comprehension’ encompasses the factors of ‘automaticity’ or ‘automatic processing’ of text described by Logan for L1 reading: ‘speed, effortlessness, autonomy and lack of conscious awareness’ (1997, p. 124). By an ‘autonomous’ process, Logan means one that ‘runs on to completion without intention’ (1997, p. 125). Reading with comprehension in Latin (without recourse to another language) can also be considered as evidence for internalisation of Latin language and its use in intrapersonal interaction (see Ellis, 1999 for description of reading as intrapersonal interaction).

By ‘reading with engagement’, I mean that the reader constructs meaning by connecting the text both with her knowledge of the ancient culture and with her own lived experience and makes meaning that is significant to her. The written text

and the Latin language, along with the acts of reading (by the modern student) and writing (by the ancient writer) can then be seen as tools for mediating interaction between ancient and modern individuals (for view of reading as interaction, see Nuttall, 2005, p. 11). These tools can provide the modern reader with a means to engage with the thoughts of the ancient individual and to gain insight into both the writer's ancient culture, and, by comparison and contrast, their own modern situation. The act of reading can then both be influenced by, and transform, the reader's view of the ancient world and of her own situation and identity. This view of reading as a means of engagement with past individuals and cultures through texts is very attractive in the context of the study of Classics and suggests that a sociocultural perspective on language learning in general would be a good choice for gaining a better understanding of Latin learning events and for informing development of future teaching approaches.

These definitions of 'reading with comprehension' and 'reading with engagement' will be used in exploring the effects of a communicative approach to Latin teaching on participants' reading.

2.5.3 Reading Latin

One of the key aims tutors identify for those studying *ab initio* Latin at UK universities is 'as a means to engage with literary texts and/or other documents in the original' (CUCD, 1995b, Q1.1). The centrality of this aim has been expressed by many others (see for example Balme & Morwood, 2003, p. 92; Campbell, 1988, p. 245; Hubbard, 2003, p. 51; Hunt, 2016, p. 7; Rogers, 2011, p. 1; Wilkins, 1969, p. 175). As Wilkins puts it 'our minimum objective is literary reading skill' (Wilkins, 1969, p. 175). Despite the importance of accessing texts, little scholarship defines desirable reading skills for the Latinist or explores how they might be developed.

This section pulls together existing scholarship on Latin reading and relates it to the concepts of ‘reading with comprehension’ and ‘reading with engagement’ defined above, and to research into L1 and L2 modern language reading.

Writing in 1930, Carr contrasted ‘the ability to read Latin as Latin in the Latin order’ with ‘the ability to decode (or to decipher or to “translate”) Latin as English in the English order’ claiming that the two required ‘radically different’ ‘knowledges, habits and skills’ and different classroom activities to promote them (1930, p. 127). He regretted the lack of evidence to determine the best method for teaching pupils to read ‘Latin as Latin’ and called for investigation of a number of activities including encouraging the direct association of Latin words with objects rather than their English equivalent. This way of thinking about reading in Latin is illustrated in Figure 2.3 (illustration suggested by H. Lee, 2014).

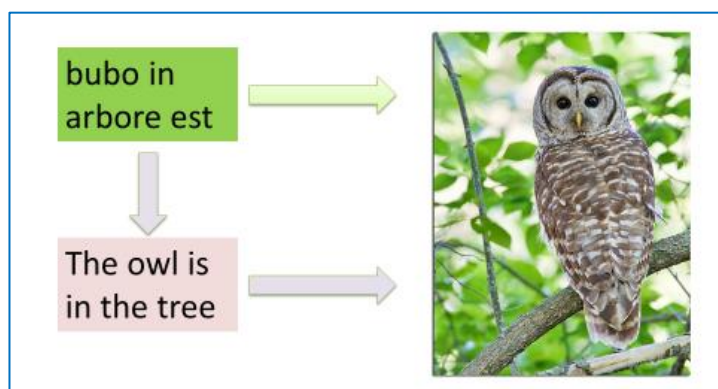


Figure 2.3 Two contrasting ways of ‘reading’ Latin

Here the ‘reader’ may go straight from the Latin words ‘*bubo in arbore est*’ to a mental image of an owl in a tree without recourse to English or they may only be able to arrive at that mental image by first translating (possibly word by word) into their own language. It is the first of these ways of reading that closely coincides with Carr’s idea of reading ‘Latin as Latin’ and with this study’s definition of ‘reading with comprehension’. The idea of going straight from a printed word or phrase to its meaning is captured in the notion of ‘automaticity’ described above,

and, when this is achieved, it is believed to free up mental resources that the user can direct to constructing meaning from the text (Kuhn et al., 2010, p. 232).

Hale, and later Hoyos, have also contrasted the 'pick 'n peck' method of reading where verb, subject and object are sought in order to make sense of each sentence, with the ability to read Latin 'with speed and relish' (Hale, 1887, p. 5) or as one would a modern foreign language (Hoyos, 2010, p. 31). Hoyos advocates 10 rules for approaching the reading of Latin and these include (as sub-rule 5) 'Do not translate in order to find out what the sentence means. Understand first, *then* translate' (Hoyos, 1997, p. 3). This idea has synergy with Jakobson's claim that 'translation involves two equivalent messages in two different codes' (1959, p. 233) as opposed to a translation being generated by finding equivalent codes on a word-by-word basis. Though Hoyos does not advocate active use of Latin to improve reading, he does link the 'translate to understand' method of accessing Latin texts with the disappearance of Latin as the language of instruction and the emergence of heavy emphasis on grammar and traditional Latin translation (Hoyos, 2010, p. 31). This adds motivation for this study to look beyond grammar-translation and towards active use for a means of improving reading with comprehension.

However, the achievability of reading with comprehension has been contested. In 1988, Campbell distinguished between reading '*for* meaning' (to make meaning out of a text while reading it) and reading '*with* meaning' (to read a text whose meaning in English is already known) and surmised, based on his own experience as a reader, that it was not possible to read authentic, previously unprepared ancient texts '*for* meaning'. He recommended instead that would-be readers use a side-by-side translation to tell them the meaning of each section of Latin before tackling it in the original (Campbell, 1988). More recently, Beard too has described

the difficulty of tackling some ancient texts in the absence of translations, hinting that what makes Latin (and Ancient Greek) so hard may be the fact that we 'learn ancient languages only passively', though she does not advocate active use of Latin (2016). While it may be true that some Latin texts (particularly those where literary devices are used for dramatic effect) may require more intensive reading to construct meaning, just as they might in any language, it would be very disappointing to find that Latin texts could only be read once their meaning had been delivered in translation. Wingerter disagrees with Campbell's surmise that Latin cannot be read with comprehension, but also expresses dissatisfaction with the level of Latin reading skill achieved through the grammar-translation method and calls for the introduction of modern language approaches into Latin teaching including exploring Krashen's ideas on language acquisition (Wingerter, 1990, p. 168). In his response to Beard (2016), Howell calls for definition of the reading fluency required of Latin students at various levels and for exploration into the desirability of discussion (as well as reading and writing) in Latin (2016), both questions this thesis begins to address.

In the rationale for this study, I explained my own disappointment with the nature of my 'engagement' with ancient Latin texts and contrasted it with my ability to read with understanding and engagement in French. This contrast has been described by others too.

Ask a sixth former studying French or Russian to read a random page of Moliere or Tolstoi, and they will probably make a decent fist of it. Ask a sixth-former studying Latin to read a random page of Caesar or Ovid, and after only a line or two they will come grinding to a halt and have to reach for the dictionary (Carter, 2011, p. 21).

Carter himself ascribes this contrast with modern foreign language (MFL) achievement to the fact that, in the MFL classroom:

... the language must be spoken as much as possible during class. As a result, far more language goes through the student's head, which improves their vocabulary; they are forced to develop the ability to handle it at a brisk pace; and they have to process the words in the order in which they are spoken (what chance does any student have of ever becoming fluent who is taught such barbarisms as 'find the verb, the subject and the object?') (Carter, 2011, p. 21).

Carter goes on to recommend teaching through the medium of Latin in conjunction with use of the text *Lingua Latina per se Illustrata* (Ørberg, 2005), a textbook itself written entirely in Latin (Carter, 2011, p. 21). Carter's insistence on active use of the Language as a means of learning is consistent with the motivation for this study to look into the benefits of CLT and of interaction in the Latin language to improve achievement of reading with comprehension.

Carter's linking of active language processing with what he calls 'becoming fluent' is also suggested by the MFL 'simple view of reading'. In this model, reading comprehension (in both L1 and L2 reading) is dependent on two factors, word decoding (that is recognition of the sound of the word from the marks on the page) and oral comprehension, with the oral comprehension factor becoming more important as readers progress (Verhoeven & van Leeuwe, 2012). Indeed, Verhoeven and van Leeuwe find that 'limited oral proficiency level may make the development of reading comprehension for L2 learners at risk' (Verhoeven & van Leeuwe, 2012, p. 1807). The recognition of oral comprehension as a factor in reading comprehension suggests that any teaching approach or learning

experience that increases oral comprehension promises to improve reading comprehension too. This recognition of the interdependence of listening and reading skills also suggests that approaches that seek to teach reading through reading alone (or indeed through any approach which omits development of listening comprehension) may limit reader development. This highlights the importance of exploration of an approach that includes more skills than those traditionally emphasised in UK universities.

2.6 Research Questions

This review of literature relating to MFL and Latin teaching, learning and reading leads to three research questions. Answering them will increase knowledge of current Latin pedagogy in UK universities and of how well it meets student needs and expectations. I will also add to understanding of the potential benefits of employing a communicative approach in Latin teaching and of the ways in which learning theories can explain how learning takes place when learners interact in Latin. This increase in knowledge and understanding will be the main contribution of this study to the field of Latin pedagogy. In addition, the development of a novel methodology for exploring ‘reading with comprehension’ and ‘reading with engagement’ will contribute to future research. The research questions addressed by this study are:

RQ1: How well-aligned is current UK university *ab initio* Latin teaching with the needs and expectations of students?

RQ2: What benefits can be shown for implementation of a communicative teaching approach in terms of helping students to attain Latin-learning goals?

RQ3: To what extent does taking a Vygotskian sociocultural theoretical

perspective on the analysis of communicative and interactive learning events have explanatory value in relation to the learning of Latin?

The following chapter (Chapter 3) will give more detail on the choice of a communicative approach and sociocultural theory as the focus for the second and third research questions, explain how the study addresses them and describe the factors that influenced decisions on the methods used.

3 Methodology

This study was prompted by the desire to find ways of helping ancient language *ab initio* students to progress towards achieving their learning goals. The purpose for asking the research questions was, first, to determine how well university-published module aims, tutor-defined learning outcomes and current pedagogy met the needs and expectations of students and prepared them for the demands of their chosen field. Anticipating that changes to existing aims and pedagogy could enhance student experience, the study would then explore the benefits that approaches used in modern language teaching might deliver for Latin students. Thirdly, the study would investigate the explanatory power of language learning theories developed for modern languages to cast light on the learning processes taking place when new approaches were implemented for Latin. To answer these questions, the study used a blend of research methods including, for example, surveys for wide coverage of teaching practices and a combination of participant observation and reflection, content analysis of interviews from a SCT perspective for deeper understanding of learner experiences, and innovative reading and drawing exercises inspired in part by L1 and L2 reading scholarship. The periods of data collection can be seen in the timeline in Appendix A.1 and a summary of all instruments, participants and sample and population sizes can be found in Appendix A.2.

Because of the constraints of PhD study, it was necessary to make decisions that narrowed the broad questions posed in section 1.1 to allow answering them with the depth and rigour required to lead to a valuable contribution to scholarship. This chapter first justifies decisions made in narrowing the scope of the thesis to arrive at the final forms of the three research questions set out in section 2.6. The study

will make a significant contribution to the field of Latin pedagogy and lay the foundations for future, wider research into the benefits of further MFL approaches and the explanatory power of learning theories developed and adapted to modern second languages. After covering the scope of the study, this chapter explains the choice of participants and methods made to address the research questions, and the ethical considerations that influenced these choices. It also describes the data collection and analysis processes undertaken to address the research questions.

3.1 Determining the Scope and Focus of the Study

Initially, the scope of this study was very broad. It set out to investigate whether current practice in UK university *ab initio* modules for both Latin and Ancient Greek might reveal opportunities for better alignment with student needs and expectations. It was also hoped that it would explore many of the affordances of technology to support, enhance and transform pedagogy. However, as the study progressed, it emerged that solid foundations for pedagogy and learning theories should be laid first and that further languages and the potential use of technology could be explored in future research. Decisions made on the final scope of the study are described and justified in the following sections. The focus in these sections is almost entirely constrained to the data and analysis relevant to the questions and conclusions of this thesis, though other datasets and areas of research undertaken during the course of the wider study may be briefly mentioned, where necessary, to give a full explanation of the context and collection of relevant data.

3.1.1 Focussing on *ab initio* Latin modules in UK Universities

The idea and motivation for this study arose in the context of my own Latin study at two UK universities, primarily in the context of an undergraduate degree at the

Open University with some further impetus gained during an MA at the University of Manchester. My primary aim was to explore ways of changing *ab initio* teaching at UK universities in order to help other students, particularly those studying *ab initio* Latin. For this reason, much of the initial research took place in the context of UK university *ab initio* modules. However, in order to explore the potential for change, the study also engaged with teaching practices and theories from outside this environment and its findings and methods will have wider applicability and influence in the field of ancient language pedagogy.

3.1.2 Selecting the Communicative Approach

In the rationale for this study, I explained that I had been inspired to look toward the effects of modern language approaches on language learning, in part because of an experience of total immersion in French that greatly increased my ability to understand both the spoken and written language. Some of my own experience was echoed in responses to a survey and interviews that I undertook with the Open University 2011 and 2012 cohorts of *ab initio* Latin students. In particular, in one of the interviews undertaken after that survey, a student who had failed the Latin module described his previous success at absorbing elements of a modern foreign language by living in the country where it was spoken (Lloyd, 2013, p. 48).

Having become interested in how the experience of total immersion might prove valuable for ancient languages, I found that, against my expectations, there were several organisations where total immersion in Latin was simulated. It would therefore be possible to investigate and experience the effects of immersion in an (albeit artificially constructed) community of Latin speakers. Though the community would not be native speakers, this would be the nearest possible approximation to visiting such a community available today. In addition, living

within that community would provide opportunities for extended authentic social interaction with others through the medium of Latin. Organisers of these events also claimed benefits in terms of reading ability for attendees, adding to my motivation for investigating them (M. Minkova & Tunberg, 2012, p. 125).

The CUCD survey of UK university Latin tutors (undertaken as part of this study) confirmed that communication of one's own ideas through the medium of Latin took place in very few institutions and, even where it did, it was promoted by very few teachers. Those few tutors who had experienced interpersonal interaction in Latin in their own studies and had used it in their teaching were enthusiastic about its effects, and this increased the attraction for me of studying and experiencing interpersonal interaction in Latin myself. In addition, some Latin immersion events included lessons (also in Latin) that prepared students for communicating with each other both in and outside the classroom. This meant that such events provided both experience of 'learning Latin to communicate' and 'communicating to learn Latin' (the strong and weak forms of the Communicative Approach described in section 2.4.9). My literature review found little published work that provided research-based evidence for the benefits that learning to interact in Latin or learning Latin through interaction might deliver. Investigation in the context of immersion events that included teaching sessions preparing students for interpersonal interaction in Latin would clearly add to the Classics community's understanding of the potential value of including aspects of a communicative approach in their teaching and could help guide future design of pedagogy.

Finally, the trajectory of development of approaches to modern language teaching seen in the Literature review showed the communicative approach as one of those more recently adopted in MFL (section 2.4). The CUCD survey undertaken as part of this study showed that the teaching of Latin (at least in UK universities) had not

widely progressed outside grammar-translation and the reading approach. I felt that if I could show that one of the most recent modern language approaches, one very different from current Latin practice, could provide benefits for Latin learners, then it would be very likely that other modern language approaches would be worthy of investigation too. By taking a large step forward along the timeline of development of MFL approaches, I felt I had made a compelling case for exploring a wider variety of approaches in future research.

In summary, interpersonal interaction and the communicative approach to teaching had been claimed to provide benefits for Latin learners outside the context of UK universities and would be very innovative within that context. There were opportunities to experience and observe these potential innovations in action. For these reasons, I chose to explore the communicative approach to teaching and the experience of interpersonal interaction in Latin for investigation in this study.

3.1.3 Selecting Sociocultural Theory

The Literature Review identified a number of language learning theories developed for modern languages that might have been explored by this study, but it was not feasible to investigate all of them. Any of the theories covered in section 2.3 might have been chosen. However, the choice of a communicative teaching approach and interpersonal interaction in the target language as the focus of this study was more compatible with some language learning theories than others.

For example, though positive reinforcement for correct responses might occur in a communicative environment, the type of repetition claimed by behaviourists to instil habits would not usually be evident. The paucity of evidence for learning that could be explained through a habituated stimulus-response model might in itself

be interesting as an indication for the need to think further than behaviourism when attempting to understand how language learning takes place. However, this study aimed to cast light on how learning does take place under a communicative approach to teaching so a more promising theoretical view was ultimately chosen.

The communicative approach to language teaching promotes authentic functional and interactional use of language between participants. Learners of different abilities learn while communicating with each other in the target language, and while their focus is on effective transfer of meaning, rather than accuracy of production (see section 2.4.9). This situation has most synergy with an interactional and functional view of language and a Vygotskian sociocultural view of learning. This claims that learning takes place first in interaction with others and is then appropriated and internalised by the individual learner (see section 2.3.5 for more detail). In terms of the activities undertaken in classes using both strong and weak approaches to communicative teaching, teachers would be seen through the SCT perspective as providing scaffolding for students in their ability to interact in the target language. Students would then be functioning in the ZPD and appropriating vocabulary, grammar and syntax that they could then use independently when communicating both in and out of class. When interacting with other participants outside the classroom, students would also be regarded as providing scaffolding for each other with each learner being supported to perform communicative acts that they could not manage alone. Performing in this way would facilitate appropriation of further aspects of language that could be used independently in future. Because of its promise in having explanatory power both in taught and informal situations, SCT would provide a very good fit for exploring learning events in the context of the communicative approach to teaching and informal interpersonal interaction.

In addition, sociocultural theory is one of the more recent theories adopted to explain how learning takes place in modern language settings and so its exploration would present an opportunity to see whether its explanatory power in relation to modern languages could also be harnessed for Latin. Sociocultural theory was therefore chosen as the predominant model for exploring Latin learning in this study, though other theories have been mentioned with reference to learning events where they seemed particularly relevant.

3.1.4 Focussing on Latin

This study set out to investigate both Latin and Ancient Greek language learning and teaching. This ambition was maintained throughout two of the study's surveys and in respective follow up interviews. However, as the study progressed, it became evident that the duplication of effort required to explore two languages would not be justified in terms of the applicability of results – if an approach provided benefits and a learning theory displayed explanatory value for one of the ancient languages, the result would be very likely to carry through to the other. A more focussed approach could give more resources to the thorough investigation on one language rather than dividing effort across two.

This became even more important as I decided to explore the communicative approach in a classical language immersion environment. If both Latin and Ancient Greek were to be treated in a similar way, this would require double the time in attendance, analysis and reporting. It became evident that it would be sensible to choose between the two languages and take only one forward. Since I had studied Latin far longer (eight years as opposed to two studying Greek), I judged that Latin would be the better choice. I therefore decided to defer further research with Ancient Greek beyond the PhD and to focus the thesis on Latin only. Meanwhile, I

set aside data and analysis already undertaken for Ancient Greek to be reported in separate publications.

3.1.5 The Role of Technology

The proposal for this study had technology as the central area for exploration as a means of supporting *ab initio* students in pursuit of (mainly instrumental) academic goals – gaining an academic qualification, perhaps working towards an undergraduate or higher degree related to Classics or Ancient History. As I began to focus on the intrinsic goals of reading with understanding and engagement, the importance of exploring different approaches to pedagogy became clear. My initial explorations into the role of technology found it being used to support and/or enhance current pedagogical practice and particularly the rote learning of paradigms. As part of this study, I did undertake an innovative exploration of the types of technology most popular with students and extended this to include the opportunity to experience some online communicative activities. However, there was a great deal of reluctance to participate from students who were familiar with traditional teaching methods and who lacked the confidence to attempt Latin speaking or writing. Only one student volunteered to try online speaking. This meant that results obtained from this exercise were largely confined to the use of technology for existing pedagogy. This unwillingness to participate in communicative activities is in itself an interesting observation and it made me decide that it would be more effective to make a case for expanding pedagogy ahead of that for changing pedagogy through technology, even though ideally they would progress together.

As well as researching online communication with Open University students, I attended some online communicative Latin classes with the Paideia Institute

(2015). These provided me with an introduction to the use of Living Latin and some valuable insight into the benefits and challenges of online communication. The classes reinforced my decision to explore the potential for active use of Latin in pedagogy and helped me to formulate questions about the possible benefits of experiencing its use.

By focussing on pedagogy for Latin, this study lays solid foundations for future more extensive research including that covering Ancient Greek and technology. Because of this study, future research will benefit from the development of well-theorised methods and the determination of well-defined and demonstrable benefits that set a benchmark against which other approaches can be measured. Directions for future research are suggested in section 6.5. Meanwhile, the emphasis of this thesis and the focus of its three research questions is on pedagogy and increasing understanding of the way Latin learning takes place.

3.1.6 The Research Questions

In the rationale for this study, three broad areas were identified for research (see Figure 3.1). The Literature Review explored each of these areas and helped point to gaps in knowledge of current pedagogy in UK universities and to opportunities for extending pedagogy within MFL approaches and understanding of how learning takes place with MFL theories. The three broad areas of research are shown as a progression in Figure 3.1.



Figure 3.1 The progression of the focus of the research through three areas

Following the decisions described in sections 3.1.1 to 3.1.5, the scope and focus of the study were refined to distil the following three research questions.

RQ1: How well-aligned is current UK university *ab initio* Latin teaching with the needs and expectations of students?

RQ2: What benefits can be shown for implementation of a communicative teaching approach in terms of helping students to attain Latin-learning goals?

RQ3: To what extent does taking a Vygotskian sociocultural theoretical perspective on the analysis of communicative and interactive learning events have explanatory value in relation to the learning of Latin?

The remainder of this chapter will explain how the study addressed each of these questions.

3.2 Selecting a Mixed Methods Approach

It has been common practice in educational research to adhere to either a positivist or constructivist research paradigm that reflects the ontological and epistemological stance of the researcher (Johnson & Onwuegbuzie, 2004, p. 14; Plowright, 2010, pp. 1-2; Riazi & Candlin, 2014, p. 138). Some concepts relating to

each paradigm were introduced in section 2.2.1. Here their influence on research methodology is considered in more detail before justification and description of the mixed methods approach adopted in this study.

3.2.1 The Positivist Research Paradigm / Quantitative Research

Reliance on quantitative data in conjunction with hypothesis testing and statistical analysis is associated with researchers holding a realist ontology (assuming a single knowable reality), and a dualist and objectivist epistemology (the researcher is separate from the object of investigation and can investigate without influencing). In seeking knowledge and understanding, such researchers often control experimental conditions to isolate the factor or factors of interest. Fishman equates this with *erklärende* research, that which seeks to explain (2008, p. 3). This approach is traditionally seen in scientific research. Its strengths include the following:

- It can statistically test hypotheses proposed ahead of data collection and results may be generalised with random samples of sufficient size
- It can produce results from which predictions about future events may be made (with known limits of confidence)
- Research results are relatively independent of the researcher
- It may have higher credibility with those accustomed to scientific research
- It is useful for studying large numbers of participants

(advantages adapted from Johnson & Onwuegbuzie, 2004, p. 19)

In terms of this study, quantitative methods were chosen as an appropriate way of establishing the prevalence of particular practices in UK university pedagogy. This provided a way to confirm (or refute) my expectation that Latin teaching in this context is still largely confined to traditional grammar-translation or reading

approaches. By considering pass rates, I was able to show the degree to which students' instrumental goals in terms of gaining credit were met and statistical testing let me establish that factors other than previous academic success were influential in determining examination outcomes.

However, some of the objects of keenest interest in this study were too complex to be amenable to measurements in simple numerical terms. In addition, this study explored much new ground where it was necessary to focus on theory or hypothesis generation rather than hypothesis testing so that phenomena of importance to the study were not overlooked (for this pitfall in quantitative research see Johnson & Onwuegbuzie, 2004, p. 19). It was important that the study stayed open to a wider set of methods for increasing knowledge and understanding in this field.

3.2.2 The Constructivist Research Paradigm / Qualitative Research

At the other end of the spectrum from the positivists, constructivist researchers traditionally rely on qualitative data to investigate the multiple, mutable realities that different individuals and groups construct (relativist ontology). They see the researcher as a creator of knowledge (subjectivist epistemology). Weber called this *verstehende* research, that which seeks to understand (see for example Fishman J. A., 2008, p. 3). Advantages of this approach include:

- usefulness for describing complex phenomena and exploring participant experience and meanings in depth
- ability to provide rich detail about phenomena situated in local contexts
- researchers can employ 'grounded theory' to generate tentative explanatory theory about phenomena that they were not able to postulate in advance
- responsive to changes and shifts of focus during fieldwork

- an important case can demonstrate phenomena vividly

(advantages adapted from Johnson & Onwuegbuzie, 2004, p. 20)

When exploring a phenomenon as complex as language learning, these advantages make the case for using qualitative methods very compelling. This study chose to use them to cast light on the lived experience of learners (including the researcher) in an environment where participants communicate in Latin and, from the phenomena observed in that context, to develop further theories and hypotheses. Qualitative methods were also valuable when establishing the extent of the explanatory power of a particular pre-existing learning theory, where it was necessary to investigate commonalities and contrasts between the claims of a theory and the experiences of the researcher and participants.

3.2.3 Mixed Methods Research

While it has in the past been considered essential to adhere to only one of the two paradigms described above, more recently, rather than choosing between these extremes, researchers have begun to legitimise use of both types of data and a mix of methods to give a richer understanding of the matter(s) under investigation. The philosophical stance underlying this ‘third research paradigm’ is not, as yet, fully developed though the philosophical stance of pragmatism may go some way towards legitimising research that spans ostensibly conflicting paradigms (Johnson & Onwuegbuzie, 2004, pp. 16-17). This justification relies on the ability of mixed methods to ‘help in deciding which action to take next as one attempts to better understand real-world phenomena’ (Johnson & Onwuegbuzie, 2004, p. 17). Conclusions drawn will ultimately be tentative but will result in progress towards better understanding. Further research can then take further steps. This means that researchers may shift between paradigms in response to their findings. Since

research in Latin teaching and learning is a relatively new field, this pragmatic stance seemed to me a good basis for moving forward.

Plowright (2010) also draws on pragmatism to legitimise use of his framework for integrated methodology (FraIM). He claims that research questions determine the methodology and this in turn determines choice of paradigm. The methodology is not determined by a particular paradigm but the paradigm is selected because of the method in use (Plowright, 2010, pp. 181-182). Johnson and Onwuegbuzie too claim that in using mixed methods, 'researchers should mindfully create designs that effectively answer their research questions' rather than being restricted to a particular paradigm (2004, p. 20).

All three research questions addressed by this study involve trying to understand and explain how people perceive situations and how the process of learning a language takes place. These are complex issues not readily measured quantitatively so a large proportion of the research was designed using qualitative methods. However, quantitative data and methods were selected when they had explanatory value or led to the ability to increase understanding of the extent of a phenomena or when looking for associations between measurable variables. For example, when exploring the benefits of a communicative approach to Latin teaching in enhancing reading with comprehension, a numerical measure of accuracy in a reading exercise was devised for making quantitative comparisons, and this was used alongside qualitative analysis of participant descriptions of their reading experience. This joint use of qualitative and quantitative research was chosen to lead to a broader understanding of the ways in which readers made meaning from a text and how successful they are in doing so. I also decided to triangulate this data with my own (qualitative) perceptions as a participant observer to expand the viewpoints available to my research. I used survey

responses to multiple-choice questions to guide the choice of participants for interview so that I could gain a deeper understanding of the reasons behind the responses. In this situation, qualitative research developed out of earlier quantitative research. My reasons for mixing methods are justified by adopting a pragmatic perspective (Riazi & Candlin, 2014, p. 146) that ‘focusses on “what works”’ and believes in the ‘centrality of the research questions’ (Riazi & Candlin, 2014, p. 142). In the discussion sections of this study, results from qualitative and quantitative research are integrated with my selected theoretical perspective to interpret the findings of the study.

The following sections set out in detail the methodological choices made at each stage of the research, showing how these choices flow from the research questions. The stages covered for each research question are:

- Selecting contexts and participants (which Plowright (2010) calls ‘cases’)
- Selecting instruments for data collection for the chosen contexts and participants

Then for each instrument, there are sections on:

- Sampling and response rates or selection of particular participants from within the type of participants chosen (as appropriate)
- Data Collection (including choice of methods and what was done)
- Data Analysis (including choice of methods and what was done)

3.3 Latin *ab initio* modules in UK Universities

The first research question addressed by this study is:

RQ1: How well-aligned is current UK university *ab initio* Latin teaching with the needs and expectations of students?

The following sections describe the data and methods chosen to address this question and the reasons why they were chosen. Some of the data collection and analysis for this question took place before RQ2 and RQ3 were fully formulated, and emerging findings fed into decisions made about them. These included the choice of approach to investigate RQ2 and the choice of language learning theory to investigate RQ3. In addition, definitions of 'reading with comprehension' and 'reading with engagement' were developed after research covering RQ1 had been completed.

3.3.1 Selecting Contexts and Participants

This section gives an overview of the data sources selected to answer this question. It describes the contexts in which participants were located and explains why those contexts and participants were chosen. A summary of contexts and participants corresponding to each research question is given in Appendix A.3.

To address this question it was necessary to make a comparison between the needs and expectations of students studying Latin in UK university *ab initio* modules and the provision made for them by their institution and tutors. This meant that the study needed to engage with students, with tutors and with materials indicating institutional practices. Student perspectives and opinions were needed to cast light on their aspirations for the module and further study, and to find out how well they felt their needs and expectations were being met in terms of achieving their own study goals.

The question also required consultation with tutors to explore their perceptions of reasons for students studying Latin and the aims of their *ab initio* Latin module. They were asked to provide an overview of current provision in their institutions, in terms of the teaching materials, and the teaching methods used in and out of

class. Their opinion of aspects of this provision also cast light on its suitability for meeting student needs. This group provided information about assessment content and results as well as the aims for *ab initio* Latin modules published by their own university. In addition, where university-published aims were not provided by tutors, they were sought online. Entry requirements for undergraduate degrees at each university were also found through online searches. The choice of student and tutors participants is covered in the following two subsections.

Selecting Students

Because the study was based in and supported by the Open University, it was desirable that research reflected the needs and expectations of students at that institution. In addition, a major part of the motivation for my undertaking this research had been born out of my own experience as a student on the Open University *ab initio* Latin module in 2007. It was while studying this module that I saw (through participating in student forums) how some of the students new to Latin were struggling to the point of withdrawal and how that could sometimes be avoided when other students provided support. This added to the motivation for ensuring that Open University students were included among the participants in this study.

In addition, the module I had completed in 2007 was still current in the first two years of this study (2012-13 and 2013-14 academic years). It was evident from the module intranet site that it was still using the same materials I had used so that I had the advantage of being familiar with them. This meant that I could readily formulate questions in a way that would be clear to others using them (for example by using the Open University codes and acronyms used in the module: A297 for the module, and *GVE* for the *Grammar, Vocabulary and Exercises* book).

However, this might also have the disadvantage that I assumed or expected that my own experiences would be reflected in those of current students. Being aware of this risk made its realisation less likely.

Another point in favour of using Open University students was the number of students enrolled on the *ab initio* module. With over 300 students per year starting this module in each of 2011, 2012 and 2013 (Open University, 2016, pp. 1, 4, 7), it enrolled more beginner Latinists than any other UK university. In 2013, it accounted for approximately 30% of students on introductory Latin modules across all UK universities (total number of beginner Latin students in UK universities from Rothe, 2014, p. 7). This provided another strong incentive to include OU students.

However, in some ways, Open University students are not typical of UK undergraduates. This means that findings based on their input must be considered in the light of the differences and similarities they have with the wider population of UK *ab initio* Latin students. Traditionally many of them study part-time alongside full or part-time employment or family commitments. While many students are working towards obtaining a degree by gaining sufficient credit at the three different levels of study, others take the modules that interest them without necessarily registering for a degree. This practice is becoming less common now that registration for a degree is a requirement for student loan eligibility, and the Open University recommends registration for degree courses rather than individual modules. An Open University report for the 2013 Latin module showed 49% of the students who registered were studying 'mainly for personal development' while only 9% did so for 'mainly employment/career' (Open University, 2016, p. 8). A further 33% said these motivations were equally important. This means only 42% of students had future employment or a career as the main motivation for their

studies (Open University, 2016, p. 8) . Though a national comparison is not available, the number studying mainly for a future career or employment might be expected to be higher among students going from school into university before the start of their careers than among those who are studying with part of their working life behind them.

Another contrast with most other universities is that the OU enrolls far more mature students. In the 2012 cohort of *ab initio* Latin students, only 11% were under 25 years of age and more than 52% of students were over 45 (Open University, 2014, p. 10). This compares with approximately 62% of all students in higher education being under the age of 25 and only 26% being 30 years old or older (Universities UK & Higher Education Statistics Agency, 2013, p. 13). Because OU students decide for themselves the level at which they wish to study, the *ab initio* module attracts a number of ‘false beginners’ (that is students who have actually studied Latin before). Only 21 (42%) of the 50 students enrolled on *ab initio* Latin who took part in the first survey of this study counted themselves ‘complete beginners’ (Appendix B.2, Q3).

Because OU students are in general older than their counterparts in other universities, they are more likely to be employed and to have family responsibilities. They may therefore have more competing demands than full-time students going to university straight from school. However, they may also have developed time management skills that help them with these challenges. The Open University does also have younger students (the 12% under 25) who may be working towards undergraduate degrees in the same timescales as students in other universities, though they make up only a small proportion of the student body.

In terms of age and time devoted to study and motivation, OU *ab initio* Latin students cannot be considered typical of those in other UK universities. However, the Open University is not unique in catering for those studying alongside employment. The University of London, Birkbeck offers a part-time BA Classical Studies degree with teaching in the evenings so that students can fit studies round work (University of London Birkbeck, 2016). There are also other universities that offer part-time degree options that include the study of Latin (e.g. University of Bristol, 2016; University of Reading, 2016).

In addition, all OU undergraduates are distance learners. This means that they have less face-to-face contact with their tutors and with each other than on-campus students. However, the OU is not alone in offering distance learning. Both the University of Wales Trinity St David's and Leicester University run undergraduate degrees with *ab initio* Latin options by distance learning (University of Leicester, 2016; University of Wales Trinity St David, 2016).

Two further advantages of consulting Open University students influenced the decision on where to collect student data to answer RQ1. First, at the time data was being collected for this study, the *ab initio* module used two of the three books in the *Reading Latin* set (Jones & Sidwell, 1986a, 1986b). Since these books were in use in more universities than any other textbooks, students' ability to comment on them would be an important asset. Finally, the OU's Student Survey Project Panel would provide demographic information about module cohorts and support sampling, survey design and administration involving OU students.

While collecting data from a wider number of universities would have added to the number and type of students represented, for the purposes of answering this first research question, it was decided that only OU students, who comprise an broad

spread of students across study and employment patterns, would be involved, but that I would aim to extend this work to other institutions after completion of this thesis. Because of the distinctive nature of the Open University student experience, the next section provides information about the provision made for them. This will be important in considering the transferability of their opinions to the wider UK university *ab initio* Latin population.

The Open University ab initio Module (pre 2014)

As background to the learning experience of students taking part in this study, this sub-section gives a brief overview of provision on the *ab initio* module that was running during the period when data was collected. The then current 30 credit point module ran for the last time in the academic year 2013-14 (students referred to as the 2013 cohort). It was replaced in 2015-16 by a new 60 credit point module with completely new materials that combined language, literature and culture. All students involved in this study were enrolled on the older module.

As distance learners, the OU *ab initio* Latin students managed their own workload and progression through module materials between the fixed points of four tutor-marked assignments and an end of module examination. They were assigned to tutor groups and offered a number of optional face-to-face tutorials as well as email or telephone access to support from the tutor throughout the module's nine-month timespan (late September to early June). They were provided with a mixture of online and printed learning materials and a calendar and study guide to follow. The set books were provided in printed form. They comprised two of the Joint Association of Classics Teachers (JACT) texts in the *Reading Latin* set (Jones & Sidwell, 1986a, 1986b) along with the Open University's own Independent Study Guide (Open University, 1999) *in lieu* of the third Jones and

Sidwell book (2000). Students were also provided with a login to a secure online system delivering electronic resources including a calendar, library links and an interactive site for practising Latin grammar (Open University, n.d.). Students were able to discuss progress and problems with each other via an online forum provided by the Open University Students' Association. This description makes it clear that during the time of this study OU *ab initio* Latin students were expected to take a good deal of responsibility for managing their own learning and were expected to use online resources independently.

Student Cohorts

Three different cohorts of Open University student were involved in this research. The 2011 and 2012 cohorts contributed to data collected between February and April 2013 when the 2012 cohort were about half-way through the module (the module ran from late September to early June). These were included because they would be able to give a very fresh account of their opinions of the module, its teaching and resources. The 2011 cohort were invited to take part because their experience of the *ab initio* module was reasonably recent (they had completed it in June 2012, less than a year before taking part in this study). They would also be able to describe their experience of the whole module including knowing the grade they had achieved. These two slightly different perspectives on the module were selected to give a broader view than consulting either cohort alone.

Further data was collected between January and May 2014 when the 2013 cohort were progressing towards the end of the module in the final year in which it ran in its old form. Data collection from this cohort supported investigation of the reasons students chose to study Latin, their aims for the *ab initio* module and their opinions on the set texts. Since there was no Latin module running at the Open University

in 2014-15, this cohort presented the final opportunity to gain further insight into student perspectives on current provision.

The types of data collected from all three cohorts and the choice of instruments made to collect them are covered in sections 3.3.2 and 3.3.4.

Selecting Tutor Representatives

As mentioned in the literature review for this study, the CUCD undertook a survey of *ab initio* Latin teaching in 1995 (CUCD, 1995a). This provided a snapshot of then current teaching practices and the CUCD were keen to bring this information up to date. This provided an opportunity to collect data needed to address the first research question by working with the CUCD on a new survey. This had the advantage that CUCD involvement would provide ready access to suitable contacts within all 27 universities where Classics related subjects were taught and it would also mean that information from the old and new surveys could be compared to indicate change in provision and identify any trends in changing practices. Selection of participants and the use of a survey were determined in line with previous CUCD practice. This meant that survey participants were identified by the CUCD representative in each university.

One advantage of this way of choosing participants was that it was likely to lead to a high response rate. However, this method of selection relied heavily on one person knowing about the teaching practices of all *ab initio* Latin teachers within their university. The assumption that they were competent to represent their university seemed a reasonable one and followed closely previous CUCD practice.

Finding Additional Information

During the course of the study, two types of data were collected from university

web sites. First, since published aims for *ab initio* modules were not provided by all CUCD representatives, as requested, those that were missing were sought on the web. Second, when some interim results from the study suggested exploration of pass rates in relation to entry tariffs for undergraduate modules, the entry tariffs, which had not been part of the planned data collection, were found via university websites. Where possible the entry criteria were for BA Classics, but where this was not an option at particular universities, BA Classical Studies or BA Ancient History entry criteria were used.

Data Collection Exercises

The methods used to collect and analyse data from OU students and CUCD tutors are covered in the next three sections. The three data collection exercises are covered one by one in the order in which they started. They are identified by the types of contexts and participants involved:

- OU 2011 and 2012 cohorts
- CUCD Latin Tutors
- OU 2013 cohort

3.3.2 OU ab initio Latin 2011 and 2012 Student Cohorts

Data Collection Instruments

Choice of Instruments

In February 2013, I began to collect data to explore student opinion of the *ab initio* Latin module and to compare this, where possible, with student experiences of learning modern languages. At that point, decisions on exploring teaching approaches and theories (RQ2 and RQ3) were yet to be made. Comparisons with modern languages experience informed those decisions. Results relating to this

aspect have been reported separately (Lloyd, 2013). They added to the weight of evidence for exploring the communicative approach for Latin learning. Opinions on the *ab initio* module given by these students contribute to answering RQ1 and are therefore reported in this thesis.

Relevant data from this exercise largely comprised student opinions of module materials. To understand this in depth required students to describe what they thought, and this was best explored by collecting qualitative data. However, in order to capture a breadth of opinion about current materials, data was needed from a large enough student sample to be representative of the wider group. To make analysis of this larger dataset easy to summarise, multiple-choice questions (amenable to quantitative analysis) on the value of materials were included. These were supplemented with open-ended questions (qualitative data and analysis) about their usefulness. This use of mixed methods is motivated by 'expansion', using different approaches to measure outcomes (the quantified measure of the value of materials) and underlying reasons (the qualitative descriptions of their usefulness).

Because a large number of students were to be involved, this data was collected through a survey. To give a deeper understanding of student opinions some participants were selected for interview with selection being based on quantitative and qualitative data collected in the survey. Analysis of these interviews has been reported separately (Lloyd, 2013).

Questionnaire Design

Students were asked about their opinions of materials provided for the module through a combination of multiple choice and open questions. The part of the questionnaire relating to the Latin *ab initio* module can be seen in Appendix B.2.

The questionnaire was drafted with feedback from members of the Classical Studies department and this led to greater clarity in referring to module materials. It was then reviewed by the OU Student Research Project Panel (SRPP) and put online by the OU's Institute of Educational Technology (IET).

Initially, before it was decided to focus on *ab initio* Latin (see sections 3.1.1 and 3.1.4), this survey was undertaken with students across three different modules, the *ab initio* and next level Latin modules, and the *ab initio* Ancient Greek module. Students completed the same questions for each of the modules they had studied. This gave a possible maximum of over 40 questions, many of which had a large number of sub-questions. Some students sent in email complaints about the length of the questionnaire and 74 (39%) of the 161 students who began to respond did not complete it. Future surveys should be shorter and simpler.

Sampling and Response Rates

373 students enrolled in the 2011 *ab initio* Latin student cohort and 316 in 2012 (Open University, 2016, pp. 2,4). Sampling and distribution of the questionnaire were undertaken by SRPP. A random sample of one hundred students was selected from each cohort and invited to respond to the survey. This number was selected to ensure that sufficient responses were received to give a sound basis for statistical testing if necessary. Table 3.1 shows population, sample and response numbers:

	2011	2012
Total Commencing <i>ab initio</i> Module	373	316
Number Invited to Respond	100	100
Number of Responses	25	37
Responses Analysed	20	30

Table 3.1 Student survey responses from ab initio Latin module cohorts

Five partial responses were removed from the 2011 cohort and seven from the 2012 cohort because nothing beyond the first question (about previous Latin study) had been completed. This left 50 responses, 20 from the 2011 cohort and 30 from 2012.

When the questionnaire was distributed, it replicated all questions across three different modules (*ab initio* Latin and Ancient Greek, and follow-on Latin) as well as the 2011 and 2012 cohorts. Students were invited to give answers for any modules they had taken during those years. However, although students were asked to answer questions only for modules taken during 2011 and 2012, some students deliberately entered the wrong year for a module in order to be able to answer the questions for it (they emailed the researcher to say they had done this). This cast doubt on whether data from some students could be included in the analysis as it was not possible to identify all students who had given inaccurate data in this way. To resolve this problem, only students who had been selected in the sample because they were in the 2011 and 2012 cohorts were included in analysis. Students selected because of their studying follow-on Latin or *ab initio* Ancient Greek were excluded.

Data Collection

Links to the online survey were sent to participants by email on 15/02/2013 when

the 2012 student cohort were in the fifth month of the nine-month module.

Participants were also able to ask to make their responses over the telephone.

One person did request this service and it was provided by the researcher who read questions over the telephone and entered answers into the Qualtrics system.

A reminder was sent to participants who had not responded on 28/02/2013 and

the survey was closed on 13/03/2013, approximately one month after it opened.

Some problems were caused by the complexity of the survey because it allowed entry of data for more than one module in more than one year. Initially the form asked which modules had been completed and followed that with a question with a choice of two years (2011 or 2012) in which the modules were studied. However, once the module had been selected, it was not possible to go back and change it if it had been done in a year that was not permissible. This problem was reported by a participant shortly after the survey was distributed and the online survey was then edited to give instructions at the start telling students they should only include information for 2011 and 2012. As mentioned above in 'Sampling and Response Rates', despite this correction to the survey, some students did deliberately select 2011 or 2012 even though they had taken a particular module in an earlier year because they wanted to give information. The survey design was overambitious and, along with the complexity of the sampling process, led to some data being discarded because of uncertainties about its belonging in a relevant cohort. One of the most regrettable outcomes of this data collection exercise was this discarding of incomplete data. This meant that effort made by some of the participants was wasted. The risk of further waste contributed to the decision to focus the study more narrowly on one language and one Open University module when later engaging with the 2013 cohort.

When the survey closed, the data was exported in password protected MS Excel

worksheets and delivered to the researcher via email.

Data Analysis

A copy of the questionnaire is provided in Appendix B.2. Analysis of question responses fell into three types:

- questions evaluating resources on five point scale from 'Very poor' to 'Very good' (Q5 and Q6) – reported quantitatively
- open questions naming most and least useful resources (Q8 part 1 and 3 and Q9 part 1 and 3) – reported quantitatively
- open questions asking why materials were valued or disliked (Q9 part 2 and 4 and Q9 part 2 and 4) – reported qualitatively

The multiple-choice questions were analysed by counting and tabulating the number of responses of each type. This was first done by using the COUNTIF function in Excel. Analysis was later repeated by exporting the data to SPSS and using 'Descriptive Statistics' to draw up tables for each variable. Repeating the process with different software and comparing results ensured accuracy. Tables were illustrated with bar charts generated from tables in Excel. Charts showed actual numbers of participants making each evaluation and percentages were given when commenting on the prevalence of particular responses. No claims were made about generalising to a wider population – for the purposes of this analysis it was sufficient to show that there were a number of students in these cohorts who thought the books 'good' or 'very good' while others thought them 'poor' or 'very poor'.

The open questions naming most and least useful resources were coded to isolate responses relating to the two *Reading Latin* books set for this module (Jones & Sidwell, 1986a, 1986b). The *Independent Study Guide* that is part of the *Reading*

Latin set (Jones & Sidwell, 2000) was not included in this analysis because the students were provided instead with the OU version of this resource (Open University, 1999). Coding was done first by adding columns to the MS Excel datasheet and placing 'Yes' in the column next to the open response if it clearly related to one or both of these books. Ambiguous responses such as 'a latin [sic] Grammar' (which might have referred either to the grammar reference book provided by the OU or to *Reading Latin* 'Grammar, Vocabulary and Exercises') were not coded. The numbers of students listing one or more of these texts as 'most useful resource' or 'second most useful resource' were aggregated for reporting. The participant who listed one *Reading Latin* book as most useful and the other as 'second most useful' was only counted once. Similar analysis relating to *Reading Latin* books was conducted for the 'least useful' and 'second least useful' resources. Coding and aggregation were repeated using the raw imported data in SPSS. This revealed some discrepancies that were then corrected.

The open questions about reasons for valuing or disliking particular resources were analysed thematically. That is, no prior expectation of reasons was used in coding and reporting them. Reasons of both types were examined and points made were summarised. An example of this process can be seen in Appendix B.3. The summaries were then classified into themes where positive and negative comment summaries were placed side by side (see Appendix B.4). This was done to bring out in the final narrative the ways in which students disagreed about aspects of the books. Comments were not enumerated as my intention was to show the breadth of opinion rather than prevalence of particular viewpoints. One or two extracts from the comments were included to ensure that the strength of opinion of some student voices was conveyed clearly. When this analysis was also repeated some months after the first analysis, more detail was added to the final

narrative.

3.3.3 Council of University Classics Departments (CUCD)

Data Collection Instruments

Choice of Instruments

As explained in the subsection 'Selecting Tutor Representatives' in section 3.3.1, the choice of a survey to collect data from tutors in the 27 CUCD universities was made opportunistically in line with previous CUCD practice. It was an appropriate choice of method for gathering information and opinions from a group of this size. When a deeper understanding of responses was needed, tutors were followed up via email. Interviews were considered for this function and offered to participants as an alternative to email correspondence, but in the event, only email was used and this was sufficient to the study's needs.

Questionnaire Design

Questionnaire design was influenced by previous CUCD practice. This meant that two very similar questionnaires were produced, one for Latin and one for Ancient Greek (not included in this thesis), and each questionnaire included questions on topics that were of interest to the CUCD but not of direct relevance to this study (for example Q.23 on dictionary use in exams) as well as those that were. The Latin questionnaire can be seen in Appendix C.2.

The Latin questionnaire was designed in conjunction with the CUCD representative for the Open University, who ensured the requirements of the CUCD were included and gave advice on questions relating to this study. It was designed and managed online by the researcher using the same Qualtrics survey system in use by the OU IET department.

Information and tutor opinion about aspects of each university's *ab initio* Latin module(s) were gathered through a combination of multiple choice and open questions. Multiple choice options were guided by previous practice in the CUCD survey of 1995 and by the knowledge of the OU CUCD representative. Advice was also received from OU *ab initio* Latin module team members.

eMail Correspondence

eMail was used to follow up tutors whose survey responses were of particular interest to this study. Copies of both emails are included in Appendices C.4 and C.5.

Survey

Sampling and Response Rates

Every CUCD university was invited to participate in the survey. Following previous CUCD practice, CUCD representative provided contact details for someone within their department who could take responsibility for completing the survey. This meant that participants were selected in such a way as to ensure effort spent completing the questionnaire was not duplicated within any department. This maximised value by keeping the time invested by each organisation to the minimum required to give an adequate overview.

Data Collection

Survey invitations were sent out on 09/12/2013 and the survey was kept open until all 27 responses had been received on 09/05/2014. Some participants required several reminder emails before completion. Distribution and reminder emails were managed by the researcher via the Qualtrics survey management system. When the survey closed on 09/05/2014, data was exported in MS Excel format for

analysis.

Data Analysis

A copy of the questionnaire can be seen in Appendix C.2. This sub-section covers only analysis of questions relevant to this study. Analysis related to those omitted will be published separately. There were five main types of data for analysis:

- Multiple choice questions about assessment content, books and activities, analysed quantitatively (Q.22, Q.24, Q.26 and Q.28)
- a numerical question, analysed quantitatively gathering enrolment, pass, and withdrawal numbers for undergraduate *ab initio* modules (Q.14) with multiple choice question verifying academic year of exam (Q.15)
- a question with an evaluation scale rating relative importance of pre-defined module aims (Q.3)
- open questions, analysed qualitatively, inviting reasons for study (Q.2), language requirements for entry to and completion of qualifications (Q.5 and Q.6) and opinions on the strengths and weaknesses of books (Q.25) and activities (Q.27 and Q.29) or text box entry of further options not included in multiple choice questions (Q.4, Q.24, Q.26 and Q.28)
- examination papers, analysed quantitatively, provided by participants as requested in Q.22

All data was first analysed using an MS Excel spreadsheet. Analysis methods for each type of data are given below. Some months later all analysis (including thematic coding of open questions) was repeated after importing the raw data into SPSS. Where discrepancies in analysis arose, these were resolved by the researcher and reporting updated as necessary. Details are given below where relevant. Since every UK university was represented, no considerations of

generalizability were applicable.

The responses to multiple choice questions were counted (using COUNTIF in MS Excel and 'Descriptive Statistics' in SPSS), tabulated and presented in bar chart form with number of responses recorded against each bar. Bars were ordered by number of responses to make relative prevalence of options obvious.

Numbers reported as enrolled and passing exams were validated to ensure 'number successfully completed' added to 'number withdrew' was less than or equal to the 'number enrolled'. Where this was not the case (2 instances) data was removed from analysis. This question should have been designed more carefully so that all available options added up to the total number enrolled. Online validation could then have prevented mistakes in data entry. Pass rates were calculated by dividing the number who 'successfully completed the course' by the number enrolled and expressing this as a percentage. Rates were displayed in graphs with bars ordered by pass rate to bring out the spread of results. Following on from this analysis, an investigation that had not initially been planned as part of the study was undertaken into the relationship between entry requirements and pass rates. This investigation is described under the subsection 'Data from Online Searches'.

The evaluation scale for the multiple-choice question on aims of the *ab initio* module (Appendix C.2, Q.3) was analysed by taking the average of all evaluation ratings awarded to each aim. The aims were then ordered by average score and displayed in a bar chart to bring out relative score sizes and thus an impression of the tutors' aggregated view of the relative importance of the aims.

Open questions were analysed for themes without prior identification of categories of interest, in order to let these emerge from the opinions of tutors. Each open

comment was summarised and summaries were then organised into themes for reporting in the same way as described above in the 2011 and 2012 *ab initio* Latin survey (section 3.3.2 Data Analysis). Direct quotes from descriptions of strengths and weaknesses were selected for inclusion in the report to allow participants voices to be heard directly and to add vividness to the emerging picture.

In addition, tutor-stated reasons for studying Latin were also displayed in a Wordle – a representation within which the size of each word is proportional to the frequency with which it occurred. This representation was chosen to give an immediate impression of the most frequently occurring concepts. To make the image easier to interpret, small words that occur frequently in any English text (for example ‘to’, ‘the’, ‘and’) were removed before the Wordle was produced.

Examination papers were only submitted by six university tutors. These were analysed for types of content (grammar, translation, comprehension and comments on points of interest) and the marks for each type summed for each university and presented in a table. Because of the low numbers analysed this table was not representative of all UK universities, but it did give an impression of the wide variation in examination content so was included as a supplement to tutor perceptions of topics assessed. The request for examination papers was included as part of a survey question and may therefore have been overlooked by tutors. It would have been better to ask for this in the covering email and to have obtained further examples by sending out reminders of this requirement. Repetition of all analysis by the researcher at a later date ensured accuracy of calculations and consistency of coding.

eMail Correspondence

Participant Selection

The final question of the survey described above asked participants whether they would be willing to be contacted for further information. Responses of 18 of participants indicated that they would. Since the active use of Latin was emerging as a central focus of the study by the time the survey was completed, selection was focussed on those who had indicated that the target language was used communicatively in the classroom. Three tutors who had indicated both that tutors asked questions in Latin and that students answered questions in Latin were followed up by email to clarify the nature of this communication.

Data Collection

Emails were sent to three tutors to find out about the use of Latin in asking questions and receiving answers from students. Where replies indicated Latin conversation taking place (2 emails) a further email asked about tutor involvement in using communicative Latin and opinions on its benefits. Copies of the emails sent out are given in Appendices C.4 and C.5.

Data Analysis

Email content was summarised in narrative form for inclusion in this thesis and parts were quoted to ensure that participant voices were heard directly. Some replies added to the weight of evidence justifying further exploration of the communicative approach to Latin teaching in this study. Summaries of emails were re-analysed by the researcher at a distance of a few weeks after initial analysis and checked for accuracy of representation of the correspondence.

Data Analysis

University-published aims were analysed against a number of expected topic headings derived from the activities described in the CUCD survey of 1995 (CUCD, 1995bQ.8), 'grammar/morphology', 'syntax', 'vocabulary', 'read adapted text', 'translate adapted texts'. Other topics were identified from within the published aims. These included 'access primary material', 'translate English to Latin (sentences)', 'culture', 'Roman mindset', 'English Language', 'problem solving', 'study skills' and 'other skills' (this latter category held skills only mentioned by a single university). Occurrence of each topic for each university was indicated by a number '1' in an MS Excel spreadsheet and total numbers of occurrences of each topic were found by using the SUM function. Results were then tabulated and presented with the topics in descending order frequency of mention by universities, making it easy to see which topics occurred most frequently.

To investigate the relationship between entry criteria and pass rates, A level grades were first converted into tariff points so that there was a way of ranking entry criteria from lowest to highest. This was done by counting A as 120, B as 100 and C as 80 in line with University and Colleges Admissions Services (UCAS) equivalences (UCAS, 2016). Where a range was given rather than a grade (e.g. A-C), the midpoint of the numerical range was used (e.g. 100).

A scatter diagram was produced in Excel showing pass rates against tariff points (the two universities without entrance criteria were excluded from some parts of the analysis). This allowed inspection by eye of the likelihood of a significant relationship between the two variables. The hypothesis that the two variables (tariff

points and pass rates) were independent of each other was tested using Spearman's rank correlation coefficient (calculated in Excel). Spearman's coefficient was chosen because the tariff marks are not interval variables but ordinal (they can be placed in order). The value of Spearman's rank correlation coefficient and its significance value were calculated using Excel (and later repeated in SPSS) and compared with 1% significance values to test the null hypothesis of independence of the two variables. This quantitative analysis was used to clarify whether *ab initio* Latin test results were largely determined by entry criteria and might therefore not be amenable to change through adopting different pedagogy.

3.3.4 OU *ab initio* Latin 2013 Student Cohort

Data Collection Instruments

Choice of Instruments

In January 2014, a set of data collection exercises was undertaken with students studying the OU *ab initio* Latin module (these are referred to as the 2013 cohort). This was the last year in which this module was delivered before being replaced in 2015. The primary purpose of engaging with these students was to involve them in evaluating a variety of resources and activities presented to them via a website developed by the researcher. This also presented an opportunity to explore more deeply their reasons for studying Latin and their aims for undertaking the *ab initio* module, and to gather opinions of the module. This would extend the research started with the 2011 and 2012 student cohorts. The results of the evaluation of online resources and activities will be published separately while this thesis presents only the data collected to answer RQ1.

Monthly Questionnaire Design

The research design included an invitation survey to recruit students to take part in evaluating resources, followed by very brief monthly surveys to gather views on the resources and activities posted to the website in the previous month. The invitation survey sent out in January 2014 and the first of the monthly surveys (February) can be seen in Appendices D.2 and D.3. Short surveys were chosen as a means of gathering this information because they would let the researcher keep reminding the students about looking for new materials and provide a means of giving feedback on them with very little effort. None of the surveys contained more than eight single-answer questions, some of which were multiple-choice. All surveys were presented online using the Qualtrics survey management system.

Interview Script Design

Towards the end of the module (April and May 2014), participants were invited to take part in semi structured interviews to give more depth to understanding of their experiences on the module. The interview script is in Appendix D.6. As with survey results, questions relating to online resources will be published separately, while this thesis focusses on questions relating to RQ1 (i.e. Q1 to 4 of the interview script).

Monthly Surveys

Sampling and Response Rates

Students were recruited from the 2013 cohort of the Latin *ab initio* module that ran from late September 2013 to early June 2014. An invitation to participate was sent out to all students. Students could accept the invitation via an online form created using the Qualtrics system (see Appendix D.2). All those who responded were provided with a link to the evaluation website along with a username and

password. The form allowed students to indicate whether they were willing to take part in subsequent research by receiving further surveys.

Those who indicated willingness to participate in the surveys were contacted on 21/02/2014, 25/03/2014 and 08/05/2014 with links to further surveys.

The dates and response rates for each survey are shown in Table 3.2.

Survey	Survey Link Sent	Reminder Sent	Distributed	Completed
Invitation	23/01/2014		316	65
February	21/02/2014		56	8
March	25/04/2014	28/03/2014	56	19
May	8/05/2014		56	4

Table 3.2 Survey distribution and responses (OU ab initio Latin 2013 cohort)

This table demonstrates the positive effect of sending out reminders, a practice that should be adopted for future research. Only one survey was sent out to cover April and May (on 08/05/2014) because SRPP advised that student survey activity should stop one month ahead of the 09/06/2014 examination date.

The March survey did not cover data required to answer RQ1 and results will be published elsewhere. The May survey included an invitation to take part in interviews. The initial invitation survey was sent to 316 students and received 65 replies (after removal of duplicates). Of these, 56 were willing to be contacted again to take part in the research. In February, eight of the 56 students contacted completed the survey.

Data Collection

Data was collected via online surveys using the Qualtrics survey management system. As each monthly survey closed, data was exported to Excel for analysis.

When all surveys were over, data from them was collated in a single sheet organising all data for each individual students in a single row. This was done by matching survey responses on email address.

Data Analysis

The introductory survey included a question where students graded the difficulty of the module on a scale from 1 to 5. The number of students giving each of the scores was tabulated and presented in a bar chart to bring out the spread of students across difficulty levels. Results were counted once in MS Excel using COUNTIF, and again in SPSS using 'Descriptive Statistics', to ensure accuracy.

The February survey contained an open question about what students wanted to achieve by taking the *ab initio* Latin module (Appendix D.3, Q7). This was analysed by coding themes that emerged from the data and then counting the number of times each theme was mentioned. Coding was repeated after an interval of some months and any discrepancies considered and reconciled. Results for the open question on aims were combined with a similar analysis of interview data provided by 6 students. The combined results were presented in table format.

Interviews

Sampling and Response Rates

On 27/04/2014, an email was sent out to the 56 students who agreed to take part in the research asking whether they would be willing to be interviewed about their experiences with the module. Three students replied positively to this email. Three further students agreed to take part in interviews via the May online survey distributed on 8th May. All six students were interviewed. A list of student pseudonyms and interview dates is given in Appendix D.4.

Data Collection

Interviews were undertaken using the conference call facility within MS Lync. Recordings were converted to mp3 format for use with transcribing software.

Data Analysis

The interviews were transcribed and their content was then analysed by coding themes emerging from the data. The aims for studying the *ab initio* module of these six students supplemented the answers provided in the open question in the February survey. Two students answered the questions about aims in the February survey as well as in an interview. Their interview and questionnaire responses about aims were coded and counted as a single response. Participants also expressed opinions about the module textbooks and alternatives they had used. These were analysed and summarised as described in section 3.3.2 Data Analysis. Transcripts were re-coded after an interval of some months to validate initial interpretation.

3.4 The Communicative Approach (CLT) & Sociocultural Theory (SCT)

The second and third research questions are:

RQ2: What benefits can be shown for implementation of a communicative teaching approach in terms of helping students to attain Latin-learning goals?

RQ3: To what extent does taking a Vygotskian sociocultural theoretical perspective on the analysis of communicative and interactive learning events have explanatory value in relation to the learning of Latin?

The following sections describe the data and methods chosen to address these question and the reasons for choosing them.

3.4.1 Selecting Contexts and Participants

This section gives an overview of the data sources selected to answer the second and third research questions. Both research questions required investigation of a communicative approach in action, the first to explore its benefits and challenges and the second to use Vygotskian sociocultural theory to cast light on learning events taking place when the approach was implemented. As explained in section 2.4, Ellis places within the umbrella of the communicative approach both the process of learning through communication in informal settings and formal teaching where aspects of the language are learned so that it can be used in communication (1982). Howatt summarises these aspects of the communicative approach as ‘learning to communicate’ and ‘communicating to learn’ (2004, p. 84). Since the major impetus for learning Latin is to be able to read, this study concerns itself with ‘communicating to learn’, that is actively communicating with the ultimate aim of better understanding and engaging with the written language. However, formal teaching aimed at communication skills prepares students for independent communication and so may be necessary and valuable in making ‘communicating to learn’ possible. In addition, where formal instruction on communication skills takes place through the medium of the target language, this increases the amount of practice that students have in using the target language to communicate. In the terms of SCT, formal teaching in communication skills can be regarded as providing scaffolding to move students towards appropriation of communicative skills and prepare them for interaction in informal settings. The aim of this study is to investigate both formal and informal aspects of the communicative approach.

Selecting the Lexington conventiculum

Because the communicative approach is so little used for teaching Latin in UK universities, it was necessary to find another context in which to gather data. The literature review had identified a number of scholars describing the value of Latin immersion summer schools held in America and mainland Europe (see section 2.4.9). Such events included formal teaching sessions that introduced and provided practice in communication skills, as well as periods of time when participants used Latin as the everyday language for informal social interaction. Because such events were open to public participation, I would be able to deepen my own understanding of the effects of communicative teaching methods and of extended interaction in Latin through becoming a participant myself, as well as triangulating findings from my own experience with those from other participants. This meant that a great deal of rich data could be collected in a short time period.

An internet search found Latin immersion events taking place during the Summer of 2014 in Rome, Florida and Lexington. The timescales of the Lexington event fitted best with my research schedule. In addition, I had already been in correspondence with the convener of the Lexington *conventiculum*, Prof Terence Tunberg whilst researching literature for this study. He had responded to my asking him about his methods by sending me a draft paper about his work. This reassured me that the activities in which I would take part were suitable for my research. I therefore decided to carry out my fieldwork at the Lexington *conventiculum*.

Researcher as Participant-Observer

I chose to include my own experiences as a participating learner at the *conventiculum* for several reasons. First, I would have immediate access to my

own thoughts and feelings as I experienced communicative teaching and as I interacted with the participant community. I also felt that because of my own experience of difficulty and frustration with Latin reading, I was able to represent Latin learners struggling to achieve the learning goals of reading with comprehension and engagement. I was therefore well placed to report on whether the combination of formal teaching to promote communicative skills and extended informal interaction in Latin provided benefits for those aiming for these goals. Thirdly, I felt that in 2014 I was far enough advanced in my research that I could reflect on my dual position as a researcher and a learner and bring the benefits of participant observation to my study. The fact that I had also taught Latin in the past brought an additional dimension of depth to my experience.

I am aware that what I chose to say about my experience is susceptible to the influence of my hopes and intentions for this research and my understandable desire to present myself in a positive light. As a reflective researcher I have stayed aware of these influences and have overcome, for instance, the desire to hide my own identity or to correct the transcript of recorded Latin conversations where I make numerous mistakes. I also make a point of including both negative and positive experiences in my account of the Lexington *conventiculum* and triangulate my own experience with that of other participants. This means that my findings are as balanced and reflective as I can make them. Reflection on and revelation of the possible influences of the researcher's background and personality on research is an important aspect of good practice in an ethnography (Denscombe, 2014, p. 88). See section 6.4.5 Subjectivity in Participant Observation, for additional reflections on this aspect of the study.

Selecting Beginner Speakers

I chose to concentrate on *conventiculum* participants who had not previously spoken Latin because the experience would be new for them and its effects fresh in their minds. In addition, the *conventiculum* convener, Prof Tunberg, advised that any change due to communicating in Latin would be expected to be at its most dramatic and easiest to detect when students were first exposed to it.

Organisation and Administration at the Lexington conventiculum

The Lexington *conventiculum* took place between Monday 21st and Monday 28th July 2014. Between 80 and 90 participants from a variety of countries (mostly America, but also Europe, Australia and Asia) attended. Most participants arrived on the evening of Sunday 20th at which point we could still use our native languages. Most of us were housed in one of the university student hostels, and several events took place there throughout the week so that participants were frequently in each other's company. Formal teaching took place in two welcoming university houses with kitchens and living room areas as well as teaching spaces. All teaching was undertaken through the medium of Latin. Beginner speakers had formal sessions that prepared us to communicate about particular topics as well as providing opportunities to practice communicating with session leaders and each other. Some shared meals took place in these buildings and participants were encouraged to eat together at all other mealtimes. We were constantly presented with opportunities to become part of the Lexington *conventiculum* community. After the start of the introductory briefing on the Tuesday morning and before the *conventiculum* officially ended in the afternoon of the following Monday, we spoke to each other only in Latin.

The *conventiculum* was convened by Prof Terrence Tunberg of the University of

Kentucky. He and Prof Milena Minkova, who joined the *conventiculum* from the Saturday until the final Monday, are among the best know Latin speakers in the world. They were able to model the nearest we now have to native speaker competence. The event attracted new attendees as well as participants who had attended many times. At least one of these had attended all 17 previous *conventicula*. All students had studied Latin to the point where they could make sense of unadapted Classical Latin texts with the aid of a dictionary, but some had never attempted to converse in Latin before or did not feel themselves ready to be classed as experienced speakers, despite attending previous events. These were referred to as *Tirones* (beginners). Others had attended sufficient immersion events to place themselves among the *Peritiores* (those progressing onwards). Some experienced speakers, including students from the University of Kentucky had been appointed to lead teaching sessions for the *Tirones*. A number of very experienced speakers were also called upon on an *ad hoc* basis to lead other sessions. Many participants were students or teachers of Latin, but there were also those who attended simply for the pleasure of speaking Latin. Finally, there were a handful of children from toddler age to young teenagers. These had spoken Latin at home (alongside their native language) and some of them had been exposed to hearing spoken Latin from birth. The *conventiculum* had brought together a community with a continuum of ability and experience in traditional Latin learning and in spoken Latin, so that all participants would find others at a similar stage as well as those above and below in particular aspects of Latin usage. This meant that all of us had opportunities to learn from each other and to support each other in learning, using Latin as both our object of study and our tool for mediation. This constituted an ideal environment in which to look at Latin learning events through the perspective of SCT.

For me, this community was almost entirely unknown (I had exchanged emails with Prof Tunberg and with participants who were willing to help with my research) and so Latin was to be my major tool for forming and maintaining personal relationships once we left our native languages behind on the Tuesday morning. Fortunately, as a beginner speaker and newcomer to the Lexington *conventiculum*, I found the community extremely welcoming. Participants at all levels of achievement were very keen to help each other improve their communication skills in Latin by engaging in conversation. This carefully constructed Latin learning environment made it very easy to find opportunities for social interaction in the target language, far easier than it might be if immersed in a native speaker modern language community where everyday life is not so focussed on the linguistic development of natives or visitors. The scene was then set for learning to take place through formal communicative teaching sessions and through informal social interaction before (hopefully) being internalised, in line with the Vygotskian sociocultural theory as applied to modern second language learning.

3.4.2 Researcher as Participant-Observer

This section describes the choice of instruments, data collection methods and analysis for data gathered by the researcher as participant-observer.

Instruments and Data Collection

I chose to record my own experiences at Lexington in a variety of ways so that I could recall them as clearly as possible for analysis. I collected the following data relating to my own experiences during the period from the day before the *conventiculum* (Sunday 20th July) to two days after the *conventiculum* (Wednesday 30th July) when local data collection was completed:

- The teaching schedule and all teaching materials annotated with my own work and occasional notes about experience of sessions – these were made during sessions either on paper or on an iPad mini
- A daily journal of experiences written in the evening of each day
- Recordings of two teaching sessions including my own participation
- Recording of two interviews undertaken in Latin, one involving two and one three other participants
- Audio recordings of thoughts about the *conventiculum* made sporadically throughout the two days following closure (Tuesday 29th and Wednesday 30th)
- Photographs and videos taken on a camera and the iPad mini

These data items were subsequently collated in a day-by-day and session-by-session directory structure with each item filed by date and time within session so that the experience could be recalled more clearly when writing an account for this study. Chronological collation of the data presented some difficulties because the time settings on the camera, iPad mini and audio device were not synchronised. Times of recordings were therefore estimated using the timetable of events provided by the organiser.

Data Analysis

Recollections and the various forms of recording my own experiences and learning events were examined for evidence of benefits and challenges of experiencing formal communicative teaching sessions and of informal social interaction in Latin. The analysis explored the compatibility of teaching practices and of extended target language interaction with the assumptions of the communicative approach, in particular with ideas such as prioritising successful transfer of meaning over

accuracy of form (Candlin, 1976; Widdowson, 1978) and the tolerance of learner errors (Rodgers & Richards, 2014, p. 95). I paid particular attention to identifying benefits or challenges relating to the outcomes of 'reading with comprehension' and 'reading with engagement' defined in section 2.5. I looked for evidence of the concepts of automaticity and the silent reading equivalent of prosody (implicit prosody) defined in the same section, and to using knowledge of the ancient culture and the reader's own life experience to make meaning from text (Nuttall, 2005, pp. 7-8). As well as this top-down approach to analysis, other facets of the experience were allowed to emerge to suggest benefits and difficulties that I had not anticipated in advance of the *conventiculum*.

To investigate the explanatory value of SCT, I considered learning events (either recalled or prompted by the variety of notes and recordings I kept or evident in the transcripts of conversations) in the light of the SCT concepts of mediation, imitation, internalisation, appropriation and the Zone of Proximal Development (ZPD) (Vygotsky, 1978). As evidence of the usefulness of these concepts, I looked for learning experiences that had first taken place in interaction with others where I had been supported to perform language tasks that would have been outside my capability if functioning alone. I looked out for my own imitation of language performance in others and my appropriation and internalisation of their language use. Where other language learning theories seemed equally or more appropriate as a way of modelling learning, I noted this too.

The interviews I undertook in Latin were used in two ways. First, the content contributed to evidence of benefits expressed by participants. In addition, the conversation was analysed as an interaction between beginner speakers to explore how participants (including me as interviewer) supported each other in communicating and whether SCT would have explanatory value for the ways in

which we learned from each other. A sample of this method of analysis can be seen in Appendix E.8. The analysis is set out in a table with an interview transcript on the left and my own recollection and interpretation of the learning events taking place on the right. Latin speech is in italics with my own translation of the conversation underneath in brackets. Where I have identified mistakes in the spoken Latin they are indicated with an asterisk and a corrected version is given at the bottom of the relevant table cell. In the right hand column is my interpretation of what was happening in terms of learning and negotiation of meaning. I set the analysis out in this way because it made it easy for me to focus on each segment of the conversation and to make my observations alongside it, and also because this layout will help others to easily understand which parts of the interpretation relate to particular parts of the conversation.

3.4.3 Beginner Latin Speakers

Choice of Instruments

To gain student perspectives on the effects of formal communicative teaching and informal social interaction in Latin, I chose to interview beginner students at the end of the *conventiculum*, where possible, so that their memories and impressions were fresh. Where I could not arrange interviews, I emailed questions instead. I also continued email correspondence where I wanted to follow up particular comments.

As an additional means of gauging any effect of CLT and extended social interaction in Latin on reading comprehension and engagement, I devised a pair of reading exercises to be undertaken before and after the *conventiculum*. They present a new method of assessing these factors in a Latin learning context and constitute part of the original contribution of this study to the field of Latin learning

research.

Participant Selection

The convener, Prof Terence Tunberg, distributed information about my intended research in advance of the *conventiculum* (Appendix E.1). Participants received an email including an explanation of the research, a consent form (Appendix E.1) and a link to an online form where they could register their willingness to take part. Participants also received my email that provided an alternative method of volunteering to contribute. One beginner speaker made contact via the online form. A further four were identified opportunistically at the opening gathering of the *conventiculum*, while it was still permitted to speak English, and one more beginner speaker was found, again opportunistically, in the hall of residence on the first night. Personal contact was a more successful approach to finding volunteers than email contact, but the email contact did mean that those I met personally were already aware of my work. Three of the participants were themselves Latin teachers while, of the other three, one was studying Latin at university and two were preparing to do so. A list of attendees who took part in the reading exercises, including their status as Latin teachers or students, is given in Appendix E.3. Those who took part in interviews and follow up correspondence are listed in Appendix E.6. Pseudonyms have been used for all participants.

Reading Exercises

Design Rationale and Challenges

This study became closely focussed on the concepts of ‘reading with comprehension’ and ‘reading with engagement’ as defined in section 2.5.2. Definitions of these terms were distilled from scholarship in L1, L2 and Latin reading, sociocultural theory and research into engaged activity (see section 2.5.1

and 2.5.2). They refined and based in theory the more general ideas of fluent reading and reading with pleasure that were investigated in the earlier stages of this study. In order to explore changes in participant capacity to achieve the goals of 'reading with comprehension' and 'reading with engagement' through attendance at the *conventiculum*, I designed reading exercises to be undertaken before and after attendance. There has not been any previous research into methods of assessing these goals for Latin learners. I therefore brought together concepts from theories of L1 and L2 reading (see section 2.5) and engaged activity to devise an innovative means of exploring them. The emphasis these exercises placed on drawing (or intersemiotic translation) encouraged participants to focus directly on the meaning of texts rather than attempting traditional interlingual translations. In addition, through these exercises, they became more aware of the nature of their engagement with Latin texts and Latin language in general, and this allowed me to collect meaningful data in subsequent written explanations and interviews.

The rationale for exercise design and some ways in which the implementation could be improved are described in the following paragraphs, but it should be borne in mind that the exercises were not meant to be an experiment controlled in laboratory-like conditions. Rather they were an opportunistic means of gaining insight into the effects of the *conventiculum* and into the concepts of reading with comprehension and reading with engagement that are of central interest to this study. This innovative approach will be refined in future research. Meanwhile, the exercises took the following form.

Readers were asked read a Latin text until they felt they could form a clear image of the scene it described. A maximum of 15 minutes was allowed for reading. The passage was then set aside, and students were asked to produce the following

from memory:

- A drawing of the scene
- A description in English of the scene as they envisioned it and an account of the emotions that the reading aroused

Participants could then look back at the passages and at their previous answers to produce

- A description in English of the experience of reading and drawing

There was no time limit imposed on any part of the exercise after the initial reading part. The rationale for this design and some of the issues encountered in implementing the exercises now follows.

The concepts of ‘automaticity’ and ‘reading Latin in Latin’ explored in section 2.5.1 guided me towards a means of assessment that would avoid interlingual translation and promote instead comprehension without English as an intermediate language. I therefore decided to ask participants to read texts that evoked strong visual images and to draw what they envisioned as they read (i.e. I asked them to create intersemiotic translations of the texts). I found two extracts from Ovid’s *Metamorphoses*, an authentic, classical Latin, poetic text (Ovid, *Met*, 3.405-410 and 4.297-301). The extracts are included in Appendix E.5. Each describes a countryside scene, one with a spring and the other a pond. Both extracts are similar in length and they both describe objects that are present and those that are absent from the scene. This means that understanding each text requires recognition and correct interpretation of the linguistic constructs for negation. I chose them in this way to try to match difficulty of syntax and to make each participant’s understanding of these constructs easy to assess from their drawings. In addition, though the extracts were not initially chosen for this reason,

both scenes are preludes to stories where strange transformations take place. The first is the place at which Narcissus, rejecting Echo, falls in love with his reflection and turns into a flower, and the second is the pool where Hermaphroditus is overwhelmed by Salmacis and blends with her to become both male and female. The anticipation of disquieting events later became an unforeseen indicator of reader engagement with the texts.

One text was to be read and represented in a drawing before the *conventiculum* and a second text after it in order to investigate whether change could be detected in comprehension and engagement through examining the pictures. I piloted this idea with four Latin students in advance of the *conventiculum* and found that I could cast more light on their reading experience if I discussed this with them after they had drawn their pictures. However, I did not think this would be feasible at the *conventiculum* where the time available in which to speak English with participants was very limited. I therefore decided to add three open ended questions (in English) to the exercise so that participants could provide more information about their understanding of the text and their engagement with it. The questions asked for a description of the impression the text left in their mind, the emotions they felt while reading, and a description of their experience of reading and drawing. The instructions given to the participants are in Appendix E.4. Introducing the requirement for a description of the scene meant that, if the content of the drawings was difficult to interpret (as was the case with some drawings produced in the pilot study), the description could help with clarifying the drawer's intentions. In addition, requiring an oral description of what has been read immediately after reading a passage aloud is an established method of testing L1 reading comprehension (Samuels, 2002, p. 9). This method was adapted pragmatically to silent reading (as the type of reading of interest in this study) and a written

description replaced the usual spoken one because it was not practical to organise individual verbal descriptions to be given by each participant.

I encouraged participants to rely on direct comprehension of the text, rather than translating into English (interlingual translation), by setting aside the text itself during drawing, describing and reflecting on emotions. They were able to refer to the text again along with all their previous answers when describing the reading and drawing experience as I believed that would aid their recall of what they had thought and done. In the event, although written answers did provide valuable insights, in future research I would recommend interviewing participants to obtain this information, as fuller answers can be obtained in that way and participant perceptions can be followed up while they are fresh in their minds.

I allowed the use of dictionaries because the passages included some unusual vocabulary and I did not want this to hamper readers to the extent that they could not make any meaning from the passage. I had been able to standardise dictionary provision during the pilot because all those participants had the same dictionary application on their phones. However, at the opening gathering of the *conventiculum*, four readers had to share a paper dictionary and an iPad, making access inconvenient. The resources available in the student hostel and in participants' homes were not necessarily the same either. It would have been better to provide a standard glossary of obscure vocabulary to avoid this variability in resources. The lack of standardisation undermined comparability of results to some extent, but analysis did show that this method might be successfully developed as a tool for investigating reading with comprehension and reading with engagement in future research.

I measured the time taken reading and assessed the accuracy of representation of

the objects mentioned in the texts because speed and accuracy of word and phrase decoding are factors that influence reading fluency, which in turn influences reading with comprehension (Schwanenflugel et al., 2006, p. 496).

I set a 15-minute limit on reading time, in part for practical reasons so that reading did not continue indefinitely, and in part to discourage participants from translating by parsing and looking up every word rather than trying to read with comprehension. However, I suspect that one reader who took 15 minutes for each of the texts decided to use all the time available to do the exercise as well as possible. In addition, some readers commented that the second text was more difficult than the first in terms of vocabulary and this too may have affected time taken.

Despite the challenges and possible improvements outlined here, the analysis of the reading exercises did provide some very interesting insight into the quality of reading of *conventiculum* participants. The method of analysis is described in the following section.

Data Analysis

Data from each of the elements of the reading exercise (reading time, drawing, description of the scene, description of emotions and description of the experience of reading and drawing) were used to provide insight into the concepts of reading with comprehension and reading with engagement.

As already mentioned, factors used to investigate reading with comprehension included speed of reading and accuracy of drawing, the meaning of the latter being clarified through the written description when necessary. Any Latin labelling present in the drawing was considered an indicator of direct association of objects with Latin (rather than with an English equivalent) and pointed towards reading

Latin in Latin. The description of the scene was also used as an indicator of accuracy of interpretation of the text. Participant descriptions of the reading and drawing experience were also examined for any evidence about the ease or difficulty of making meaning from the text and for any mention of reading without interlingual translation. In future research, an explicit question (preferably asked during an interview) about the extent of the use of English in meaning making would be a valuable inclusion.

The factors used to explore reading with engagement were largely the written descriptions of the scene, the emotions aroused and the reading experience. Where it was evident that the reader had brought their own life experience or their knowledge of the ancient culture into their making of meaning, this was taken as an indicator of their engagement with the text, in line with the definition of 'reading with engagement' given in section 2.5.2. Included with this was any evidence of taking the imagination beyond what was directly represented in the text. The description of emotions or pleasure while reading, and the imagining of oneself within the scene, were also interpreted as indicating engagement with the text.

The ways in which each part of the exercise contributed to assessing reading with comprehension and reading with engagement are summarised in Table 3.3. All parts of the exercises were analysed twice, first immediately after the *conventiculum* and again at a distance of approximately one year later. In this way, initial analysis was validated and additional ideas from development of the literature review, including concepts of reading fluency, automaticity and accuracy, were incorporated. The analysis of all these elements is detailed in section 5.1.2.

Data	Reading with Comprehension	Reading with Engagement
Time spent reading	Speed contributes to reading fluency and indicates ease of making meaning.	
Drawing	Accuracy (presence or absence of items in the Latin text) indicates making appropriate meaning. Use of Latin labelling using words (original or transformed) from text shows direct association of Latin with meaning while English labels indicate reliance on interlingual translation.	Prominence of the central features in the Latin texts (spring and pool) in the picture shows intuitive recognition of their central importance in the text.
Description of the scene (in English)	Accuracy of items present and absent indicates making appropriate meaning. This description also clarified what was intended in some drawings.	Imagination going beyond what is present in the description to bring elements from ancient or modern culture indicates engagement.
Emotions aroused by the scene (in English)		Emotion indicates engagement / personal involvement in text. Placing oneself in the scene also indicates engagement.
Description (in English) of the experience of reading and drawing	The description may include information on the degree of ease or difficulty encountered in making meaning while reading.	Indication of pleasure or absence of pleasure found in description indicates a degree of engagement with text.

Table 3.3 Analysis relating to reading with comprehension / with engagement

Data Collection

Participant views on the effects of the *conventiculum* experience were collected through interviews or email correspondence shortly after the event. The method and dates of data collection are listed in section E.6. A copy of the questions asked is given in Appendix E.7. The same six beginner-speaker students who took part in the reading and drawing exercises were invited to contribute to this data and all except *one* (*Dominicus*) did so. An interview (in English) was recorded with *Fabia* over lunch on the last day of the *conventiculum* but this was cut short because of the noisy environment. She subsequently answered email follow-up questions. *Eduardus* was interviewed a few days after the *conventiculum* using Google Hangouts for both communication and video recording. Both interviews were transcribed before analysis. *Iulius*, *Diana* and *Claudius* preferred to answer questions via email.

Data Analysis

Benefits and Challenges of a Communicative Approach

Interview transcripts and emails were examined for evidence of benefits and challenges. The interview and email questions specifically addressed effects on reading (Appendix E.7, Q.4) and answers to this were summarised to cast light on benefits and challenges. The open questions on benefits and intention to return (Appendix E.7, Q.2 and Q.3) were examined for evidence of benefits relating to the acquisition of vocabulary, grammar and syntax as these gains would aid UK university students in attaining exam-related goals. Benefits and challenges that had not been identified in advance were also identified from the responses to open questions and summarised.

Participant interviews and emails were examined to identify evidence of ideas consistent with concepts set out in SCT: imitation, internalisation, appropriation mediation and the ZPD.

3.5 Ethical Considerations

This section covers ethical considerations for all of this study's data collection contexts. The purpose of this section is to show how the researcher, with guidance and oversight from relevant units within the Open University ensured that:

- all those individuals and institutions involved in the research in any way were as far as possible protected from any harm coming to them because of their involvement (see section 3.5.2)
- all individuals who provided data to the study were aware in advance of the ways in which that data would be used, stored and reported, and of their right to withdraw from participation in the study and have their data deleted up to the point of inclusion in analysis (see section 3.5.3)
- the efforts of all those involved, including research participants, the researcher and her supervisors, and the investment of the Open University were justified in terms of what the research would produce (see section 3.5.4)

3.5.1 Open University Oversight and Approvals

The Open University has in place a number of processes that help ensure that any research involving human participants follows best practice guidance for their protection, delivers value commensurate with effort, and complies with any relevant legislation. A table of approvals for different contexts and participants is given in Appendix A.5.

Three OU approval bodies were relevant to this study: the Student Research Project Panel (SRPP), the Data Protection Coordinator, and the Human Research Ethics Committee (HREC). The SRPP ensures any research undertaken with Open University students does not cause them harm and that the research is justified in terms of what it will deliver. The Data Protection Coordinator ensures person identifiable data is gathered, stored and deleted in compliance with data protection legislation so that the rights of participants are respected and the confidentiality of their input protected. The HREC oversees all Open University research that involves human participants and ensures that they are protected from harm by promoting adherence to best practice. The influence of these bodies on the study is included in the following descriptions of actions taken to address ethical concerns.

3.5.2 Protecting from Harm

The risk that publishing information caused embarrassment or emotional distress to participants or damage to the reputation of institutions was minimised by as far as possible preserving anonymity. This included:

- avoiding naming any UK university except when referring to information already in the public domain – universities were assigned numbers so that their results could be referred to individually
- avoiding naming any individual participants, either by omitting mention of names or by assigning pseudonyms

Despite use of pseudonyms, it would be possible for some Lexington participants to recognise each other's identities in this thesis because they took part in reading exercises and recorded conversations together. However, since participants had already witnessed these activities together, no new information was disclosed to them through its publication in this thesis, and no harm done to their reputations

through them being recognised.

The Lexington *conventiculum* was named in the research because its reputation as a well-established and respected event added to understanding of the quality of the teaching and overall experience. It would in any case have been very difficult to hide the event's location because its existence and practices are well known among Latinists with an interest in such events. For similar reasons, Prof Tunberg who convenes the *conventiculum* and Prof Minkova who teaches at it are both named in the study. Both individuals gave permission for their names to be used and Prof Tunberg, as convener, gave permission for reference to be made to the Lexington *conventiculum*. He also allowed me to record two of his lessons, but, as there was insufficient time to ask other attendees for informed consent to use their input, I only asked attendees for their permission to make my recording. I have therefore not used any recorded classroom responses except my own in the study.

As well as preserving anonymity of individuals and institutions in this thesis, it was important to keep data secure. To minimise storage of data that could be linked to individuals, pseudonyms were substituted for real names within interview transcripts and records of correspondence. All person-identifiable data was kept in encrypted OU storage.

To protect OU students from being asked to undertake too many surveys, the SRPP, who keep records of student involvement in research, ensure no student is asked to participate more than twice in any twelve-month period. They selected the sample of students from the 2011 and 2012 Latin *ab initio* cohorts in line with this policy. They also advised on avoiding advantaging or disadvantaging students from the 2013 cohort by inviting all of them to access any extra resources available whether or not they consented to take part in the research. Following SRPP guidance, to avoid any negative effect on student performance, OU

students were not contacted within 10 days of any tutor marked assignments nor in the month leading up to their final examination. Survey distribution took place outside these limits and the April and May surveys were combined to avoid being too close to the final TMA or examination. All OU students were assured that their tutors would not be made aware of whether they had participated in research and that their participation would not have any effect on assessment results or tutor attitude.

3.5.3 Informed Consent

To avoid any risk of deception, participants were informed of the reasons for the research, their likely involvement, and their rights to refuse to take part or withdraw before consenting to take part. They were also given time to consider the invitation fully before making any commitment. Details of how information was distributed and consent indicated in each research context are given in Appendix A.4.

3.5.4 Ensuring Value

The contribution that this study makes to scholarship and to guiding teaching practice is outlined in section 6.2. Aspects of this contribution have already been communicated to teachers and students at a number of conferences (see list in Appendix F) where they have generated interest and debate. This introduction of new knowledge and ideas into the field of classical language pedagogy and its potential to spark future research and enhanced practice justifies the effort made by participants and others involved in its production. Participants also benefited from the opportunity to try different learning approaches and materials and to reflect on their own learning preferences to the benefit of their current and future studies.

Throughout the life of the study, progress has been monitored and reported to

ensure delivery of valuable research. This began with review and acceptance of the initial research proposal. The proposal was revised, expanded and revisited at the end of the first year before gaining approval for progress with further research. Progress was also monitored and encouraged through monthly supervision meetings and formal six-monthly progress reporting. Supervisors endorsed requests to collect data and to allocate funding for fieldwork, ensuring that the effort of the researcher and participants and any expenses were commensurate with potential value. This has ensured delivery of a worthwhile contribution to scholarship.

It has been noted at several points in this chapter that, as the focus of this study narrowed, data was been set aside to be published separately. Further research and publications that will arise from this work are detailed in section 6.4.

4 Latin *ab initio* Modules in UK Universities

This chapter addresses the study's first research question, RQ1. Table 4.1 sets out the question in full and summarises the groups of people who provided data to answer this question and the instruments used to collect that data.

Research Question:	OU <i>ab initio</i> module student cohorts 2011 & 2012 (Feb-Apr 2013)	CUCD Latin Tutors (Dec 2013 – Oct 2014)	OU <i>ab initio</i> module student cohort 2013 (Jan-May 2014)
RQ1: How well-aligned is current UK university <i>ab initio</i> Latin teaching with the needs and expectations of students?	Survey (50)	Survey (27) Specimen Papers (6) Email follow-up (3) Entry tariff (27) Published aims (19)	Initial Invitation Survey (56) February Survey (8) Interviews (6)

Table 4.1 RQ1 and summary of instruments and sources of data

The findings for this question rest on the perceptions and opinions of UK university tutors and of three cohorts of Open University students, gathered through surveys and interviews. Examination pass rates provided by tutors are also considered alongside undergraduate entry requirements for each university to test the hypothesis that such requirements do not strongly influence results. Finally, sample examination papers and module aims are analysed to determine how well content reflects student learning goals.

RQ1 requires examination of the current situation in *ab initio* Latin teaching and learning in UK universities and an assessment of how well it fulfils the needs and expectations of students, tutors and university departments. This chapter first considers how well each of the following aspects of Latin study are aligned with

each other:

- reasons for learning Latin
 - university teaching staff perceptions
 - students' reasons for studying Latin
- aims and objectives of *ab initio* modules
 - published by the university
 - described by teaching staff
 - described by students
- assessment content and results
 - tasks in *ab initio* exams
 - student examination results
 - results in relation to entry requirements
- current pedagogy
 - teaching practices
 - text books in use
 - activities in and out of class
 - student views on teaching practices

Analysis and findings on alignment are presented in section 4.1. In section 4.2, there is a discussion of how well the needs and expectations of students are being met. This section also sets findings in the context of existing scholarship.

4.1 Analysis and Findings

In this section, the data collected to address this study's first research question is analysed using the methods described in section 3.3 and findings are presented.

4.1.1 Reasons for Studying Latin

Teaching Staff Opinions

In the CUCD survey undertaken as part of this study, tutor representatives were asked to give a personal opinion on the single most important reason why a student on a Classics or Classics-related degree course should study an ancient language (Appendix C.2, Q2). Of the 26 who answered the question, 17 mentioned reading, appreciation of, or access to, original texts (including one response that mentioned avoiding reliance on translations), while six thought that studying an ancient language gave insight into the ancient culture. Three mentioned development of other skills (e.g. logical, analytical, and cognitive) and two personal interest. Two mentioned access to ancient thought, and two understanding of the functioning of languages in general. There was one further suggestion that it could be a job requirement. (Three respondents gave two reasons and two respondents gave three reasons so there were 33 reasons in total). These results are summarised in Figure 4.1.

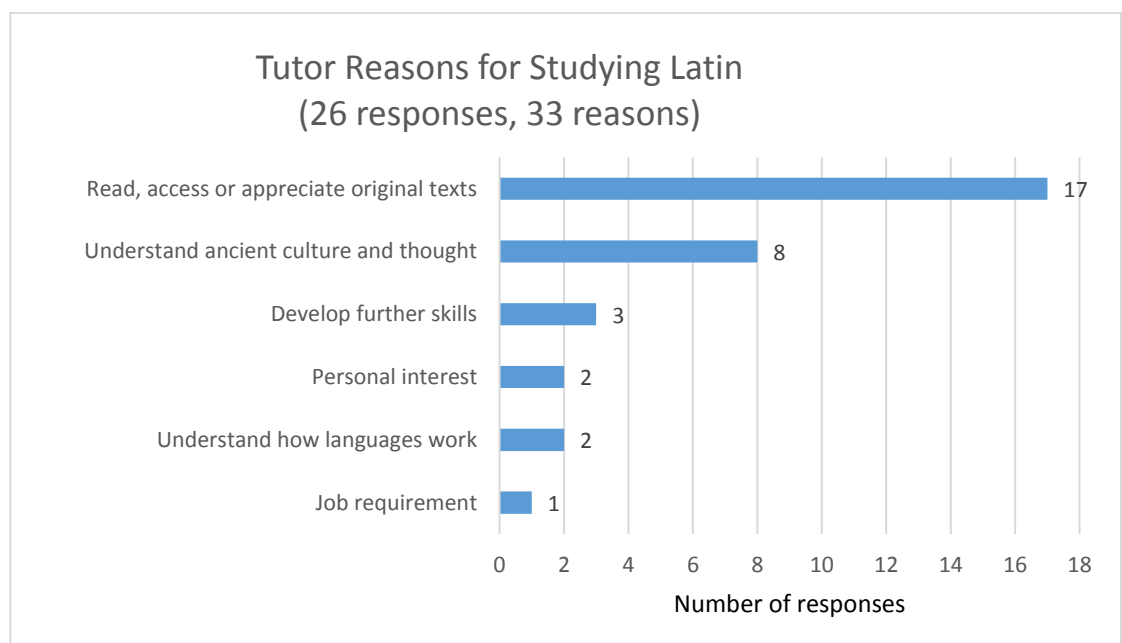


Figure 4.1 Tutor opinion on reasons for studying Latin (Appendix C.2, Q.22)

The 'Wordle' in Figure 4.2 shows all the words which were used more than once (common English words like 'to' 'a' and 'the' have been removed) in describing the most important reason for studying an ancient language.



Figure 4.2 Most frequent words used in describing reason for studying Latin

The chart (Figure 4.1) and 'Wordle' (Figure 4.2) show the prominence of ancient original texts and direct access to them in the reasons given by tutors for studying an ancient language.

Student Opinions

Six Open University students from the 2013 cohort were interviewed and asked when and why they initially began learning Latin (see Appendix D.3 Q1 and Q2 and Appendix D.4 for list of interviews). Of these, two had some experience of Latin (Katherine, and Hermione) while four (Diana, Zeta, Oliver and Dawn) were complete beginners.

Katherine had started her studies at age 11 or 12 when she was offered a choice between German and Latin. As she intended to go to university where a Latin qualification was then a requirement, she took that option, but she was, in any case, keener to study Latin than German. For this student, some successful Latin learning was necessary to make possible another ambition and Katherine also

considered it would be 'interesting to learn'.

Diana was new to Latin when she signed up for the *ab initio* Latin module. Her main interest was grammar and she was keen to use the module to prepare for taking a third level module in English grammar, having missed studying this topic in school. She was also interested in the Latin roots of English words. This student was again using the introductory Latin module as preparation for another module as well as pursuing a personal interest in grammar and vocabulary.

As a History student, Oliver was interested in the Classical World. He was also a complete beginner at Latin. He considered the Open University module an opportunity to study a rare subject and he wanted, eventually, to be able to translate Latin texts for pleasure and as a personal challenge.

Hermione had studied a little Latin in school and she knew she liked it. She enjoyed studying languages and was interested in the origins of words so, when she needed more credits for her ongoing Open University studies, she chose to take on the *ab initio* Latin module. She was more interested in words than in any historical aspect of study.

Zeta had not studied Latin before signing up for this module. She had completed an undergraduate Open University degree without taking any ancient languages but wanted to learn some Latin (and also Ancient Greek) before signing up for an MA in Classical Studies.

Dawn was new to Latin though she had studied Ancient Greek with the Open University. She wanted to take an MPhil and to do research into the interplay of myth and the language used for its transmission. She felt the study of Latin would help her prepare for this.

In contrast to CUCD tutors, these six students were not presented with an options

list from which to choose their aims, but, in order to make as near a comparison as possible with tutor perceptions, their responses were coded using the aims presented to tutors in the CUCD survey undertaken as part of this study (Appendix C.2 Q.3). Tabulating the answers from these students alongside those given by tutors in Table 4.2, it becomes clear that, when these students initially chose to study Latin, most of them placed emphasis on academic necessity and personal interest rather than access to Latin texts, and that this contrasts strongly with the frequency with which tutors identify this latter aim as of greatest importance.

	Tutors	Katherine	Diana (beginner)	Oliver (beginner)	Hermione	Zeta (beginner)	Dawn (beginner)	Students
Access to Texts	16			1				1
Access to Ancient Culture	6			1				1
Further Skills	3							0
Personal Interest	2	1	1	1	1			4
Access to Ancient Thought	2							0
Understanding Languages	2		1		1			2
Job Requirement	1							0
Academic Requirement	0	1	1		1	1	1	5

*Table 4.2 Reasons for studying Latin
(27 tutors, 33 reasons; 6 students, 12 reasons)*

Alignment of Student and Tutor Reasons for Studying Latin

Most of the tutors thought accessing ancient texts in the original language was the most important reason for studying Latin. Accessing ancient culture and thought came second. Student reasons tended to be more instrumental with five of the six interviewees mentioning academic requirement as a reason. Personal interest (4) and understanding languages (2) were the next most popular. This finding is not unexpected as four of these students had no previous knowledge of Latin study and therefore no experience of the potential for engaging with ancient texts.

Moreover, Open University students can include free choice modules to make up credits for diverse undergraduate degrees and only three of the students

interviewed (Katherine, Zeta and Dawn) definitely intended to continue with classics-related subjects in the future. Only one of the more experienced students mentioned access to texts as a reason for studying Latin. Meanwhile, the tutors who proposed reasons for study were all selected on the basis that they were classical language specialists, closely focussed on reasons for study within the context of a UK university Classics department. In addition, the number of students interviewed was small – a wider variety of responses might be expected from a bigger group. Nevertheless, the views presented here suggest that reasons for studying Latin are prioritised differently by tutors and students.

4.1.2 Aims and Objectives for *ab initio* Modules

The analysis turns now to the aims and objectives for *ab initio* Latin modules published by institutions, and expressed by teaching staff and students.

University Stated Aims and Objectives

An online search of the 27 CUCD member websites yielded published aims or aims and objectives for 19 *ab initio* undergraduate modules. There was a great deal of agreement across universities on the core aims of the modules and, to give a succinct overview of these, I cite part of an *ab initio* Latin module overview from one of the CUCD universities as typical of all those analysed:

You will be introduced to key concepts in the study of Latin language, learn the basic features of Latin grammar and syntax, study basic vocabulary and learn how to translate simple Latin sentences into English (University 20).

Some university *ab initio* modules progressed further into translation of short pieces of adapted or simple authentic texts and some included translation of English sentences into Latin in their objectives. Among other skills students were

expected to develop were analytical skills and logical skills, use of dictionaries, working with translations, introductory epigraphy and papyrology and understanding of the etymology of English words. The aims and objective of the 19 universities are summarised in Table 4.3.

Mentioned in Aims and Objectives	Number of Universities
grammar/morphology	19
syntax / sentence structure	16
vocabulary	13
translate adapted texts	13
read adapted texts	6
access primary material	6
Roman culture and thought	6
translate English to Latin (sentences)	5
English language	2
problem solving	2
study skills	2
other skills	6

Table 4.3 University-published aims and objectives of ab initio Latin modules (19 of 27 universities)

Here we see that most *ab initio* modules concentrate closely on Latin grammar, syntax, vocabulary and translation.

Teaching Staff Opinions

In the CUCD Survey (Appendix C.2, Q3), tutor representatives were presented with a list of seven potential aims for their Latin *ab initio* course and asked to prioritise them by assigning each a score between 1 and 5. The average scores allocated to each of these aims are presented in Figure 4.3.

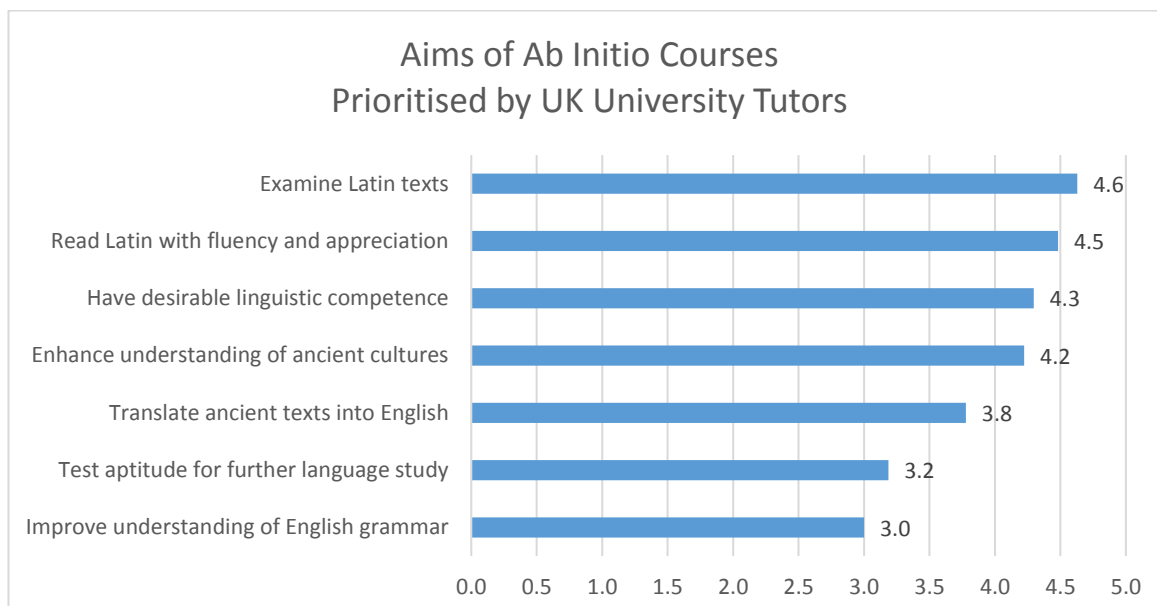


Figure 4.3 Aims of ab initio modules (based on Appendix C.2, Q.3)

Tutors were also asked to provide any additional aims which they thought important for *ab initio* modules. The following were mentioned:

- To provide a basis for learning other languages (mentioned 3 times)
- Necessary for a particular qualification or career (2 mentions)
- To enable non-Classics graduates to undertake Classics research
- To promote memory skills

The original choice of aims presented to the CUCD representatives did not correspond directly with the aims presented in *ab initio* module descriptions, so, in order to examine how well they agree, the most frequently mentioned published aims have been condensed and recast using the approximate equivalents set out in Table 4.4., below.

CUCD Q3 Teaching Staff Opinion of priorities	Average Score	University Website Published Aims and Objectives	Number of Universities
examine Latin texts	4.63	access primary material	6
read Latin with fluency and appreciation	4.48	read adapted texts	6
have desirable linguistic competence	4.30	grammar / morphology, syntax /sentence structure, vocabulary	19
enhance understanding of ancient cultures	4.22	Roman culture	6
translate ancient texts into English	3.78	translate adapted texts	13

Table 4.4 Comparison of university-published aims and teaching staff opinion

Although it is difficult to make direct comparison, it appears that, while the tutors rated access to ancient texts as more important than linguistic competence, the published *ab initio* aims more frequently concentrated on the acquisition of basic language knowledge. This is probably because the published aims are more closely focused on the introductory nature of the module and acknowledge that progress to reading unadapted texts (with whatever degree of fluency) will be delayed till future modules.

Student Aims and Objectives

Eight students answered Q3 of the 2013 cohort February survey (see Appendix D.3) that asked what they wanted to achieve by studying the *ab initio* Latin module

and what they would most like to be able to do at the end of it. Two of these students (Katherine and Oliver) were also interviewed about their aims and a further four students who did not complete the survey (Diana, Hermione, Zeta and Dawn) described their aims and objectives during interviews. Aims and objectives mentioned by the 12 students were coded and counted and results can be seen in Table 4.5.

Aims and objectives mentioned by Open University 2013 cohort students in the February survey or in interviews	Number of students
Read and understand various types of Latin text (ancient and modern including epigraphy, music and art)	7
Academic progress (achieving credits or needed for courses)	5
Personal Interest / pleasure	4
Career Progress (e.g. to teach Latin or improve editing skills)	2
Etymology in English and/or Romance Languages	2
Basic grounding in Latin grammar and vocabulary	1
Improve English grammar	1
To speak Latin fluently	1

Table 4.5 Student aims and objectives (12 students)

The most frequent objective mentioned by students was reading and understanding texts though some mentioned interest in relatively modern usage in painting, music or church inscriptions as well as ancient writing. Students who were interviewed were able to give more detail about the degree of reading fluency to which they aspired. Oliver would be happy if he was able to decipher a text using a grammar reference and dictionary. He said, 'I don't think I'd ever reach that competency where I could do it without assistance [...] I'd always feel more comfortable with some sources to support me'. Hermione enjoyed treating translations as a puzzle though she would also like to be able to read freely without a dictionary or grammar. She did not think that would be possible after one

module or even two. She had reached the stage where she could read a French novel sufficiently well to enjoy it and thought that it might be possible to do that with Latin too, given sufficient practice. Zeta not only wanted to be able to read inscriptions fluently but also wanted to be able to speak Latin well. She said 'It doesn't seem right to be learning to translate it [Latin]. You need ...well you want to be able to speak it as well, and fluently' (Appendix D.6, Q3). Speaking Latin was not identified as an aim by any institution or tutor.

Alignment of University, Tutor and Student Aims

Module aims published by the 27 CUCD universities most frequently contained explicit mention of mastering grammar, morphology and syntax. Vocabulary and translation of texts also featured prominently. By contrast, tutors most frequently prioritised the examination of Latin texts, closely followed by reading Latin with fluency and appreciation. They placed desirable linguistic competence (equating to knowledge of grammar etc.) third in order of importance. Most of the 12 students who responded to the survey or were interviewed placed reading and understanding texts (including both ancient and modern Latin) as their primary aim with academic progress and personal interest in second and third place. Though initial reasons for studying Latin were often related to academic progress, once enrolled, students included access to Latin texts as an important aim. The aims published by universities reflected less ambition for the module than either students or tutors, focussing, perhaps realistically, on aims achievable within its timespan. However, two of the students expressed doubt that they would be able to read Latin fluently, one within one or two modules and the other within any timespan, though both would have liked to achieve that aim.

Oliver's lack of belief in the possibility of reading Latin fluently coincides with Cambell's view that it is not possible to read unprepared ancient texts 'for

meaning' (1988) and Hermione's deferment of the intrinsic reward of reading freely is similar to my own experience of frustration in the indefinite delay in deriving pleasure from reading authentic Latin texts. One student did include mastery of grammar and vocabulary as an aim for the modules, coinciding with the highest priority of most university-stated aims while another said she enjoyed the process of decoding texts. Zeta's expectation of learning to speak Latin as part of the module was not identified in any of the published module aims nor by any of the tutors who responded to the CUCD survey. However, the requirement to speak Latin is consistent with the assumptions underpinning a communicative approach to modern language teaching and with interactional theories of language learning (see sections 2.3.4, 2.3.5 and 2.4.9). It is also an expectation of the current teaching standards set by the American Classical League (American Classical League, 1997). Further, some adherents of a communicative approach cite historical precedents for its success in enhancing reading skills and promoting acquisition of vocabulary and grammar (Tunberg in Lloyd, 2016; M. Minkova & Tunberg, 2012).

Perhaps a more general perception of the extreme difficulty of reading fluently as evidenced among some of these students and among some Latin scholars (Beard, 2016; Campbell, 1988) and the relative achievability of translation and displaying knowledge of grammar goes some way to explaining the emphasis university-published aims place on grammar and vocabulary as opposed to reading pleasure and fluency. The next section considers how assessment content relates to the aims covered in this section.

4.1.3 Assessment Tasks and Exercises

Teaching Staff Perceptions

Staff representatives were asked to indicate which of a list of knowledge and skills

were tested in the final examination of the *ab initio* module (CUCD Q22). All 27 CUCD representatives responded to this question and their answers are summarised in Figure 4.4.

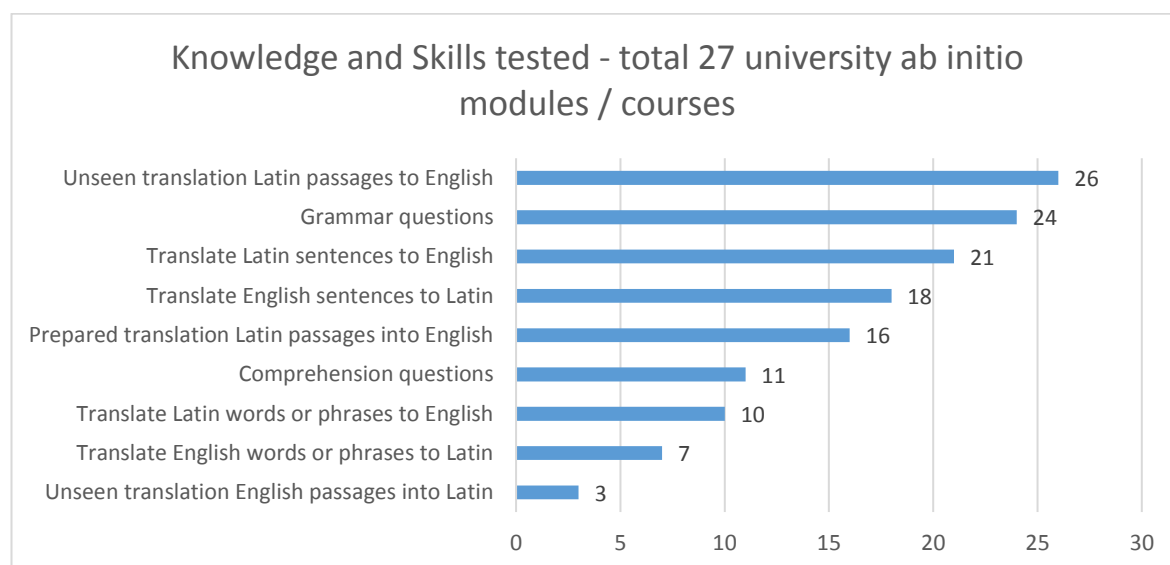


Figure 4.4 Assessment content (27 universities based on Appendix C.2 Q.22)

Staff representatives were also invited to supply any items missing from the list. One mentioned ‘practical criticism’ of Latin passages and two gave examples of grammar exercises which required filling in the correct form of a Latin word (supplied) in gaps in sentences.

Responses indicate that assessment for *ab initio* modules most often includes translation of unseen passages from Latin to English (26 of 27 tutors) with grammar questions a close second (24 of 27 tutors). Comprehension questions, which might be seen as more closely associated with reading for understanding, are seen less often (6 of 27 tutors mention this).

Exam Content

Tutors were also asked to provide a recent *ab initio* module examination paper for analysis. Six universities did so. An analysis of exam content is shown in Table 4.6 below.

University Number	Translation Latin to English (%)	Grammar (%)	Comprehension (%)	Translation English to Latin (%)	Comments on Points of interest (%)
10	80	10	0	10	0
14	75	0	0	12.5	12.5
22	65	10	20	5	0
23	60	40	0	0	0
7	50	0	50	0	0
27	45	40	0	15	0
Average	63	17	12	7	2

Table 4.6 First ab initio examination content percentage of marks awarded to each type of content

The emphasis on unseen translation evident in Figure 4.4 is reflected in some of the examination papers with two of the six papers provided showing 40% of marks awarded to Grammar and 45% or over to translating Latin to English. However, the four other papers show less emphasis on grammar (less than 10%) and more on Latin to English translation (50% to 80%).

There is wide variety in the way in which marks are shared between grammar and translation and, ideally, a larger number of papers should be analysed to give a clearer picture of what is being examined. However, tutor perceptions and the examination papers provided suggest frequent inclusion of grammar and translation tasks with far fewer testing comprehension (6 of 27) or inviting any form of comment on the meaning of the text. Only one of the six universities directly tests comprehension without translation and one other requires comments on 'points of interest' in the text. It can be seen that assessment is well aligned with published university aims for *ab initio* modules, but not directly relevant to the student- and tutor-stated reading aims.

4.1.4 Student Examination Performance

The findings of sections 4.1.1 and 4.1.2 show a good deal of instrumental motivation for taking an *ab initio* Latin module with students requiring credit towards qualifications. This section analyses data relating to the attainment of this aim, focussing on the achievement of a pass score, and also investigates one factor, namely university entrance requirements, that might influence the pass rate in different institutions.

Student Pass Rates

Student exam performance was reported by tutors responding to the CUCD survey (Appendix C.2, Q.14). Twenty-three valid responses were received and these have been used to calculate the pass-rates shown in Figure 4.5. The chart shows that many universities have high pass rates, with three of them failing no students at all. This suggests that all students in those universities are well schooled in the exam content they will meet, though this does not necessarily mean that the exam content reflects their own extrinsic aspirations for study. In contrast, a few universities have low pass rates with a large proportion of students withdrawing from the module or failing the final examination. This in turn may reflect different student ambitions and circumstances as well as factors relating to assessment and pedagogy. The following analysis casts light on pass rates in relation to entry requirements.

In Figure 4.6, the bars are shown sorted by pass rate within entry tariff points to make any possible relationship between the two clearer. At the base of each bar, the typical points tariff for entry onto a BA Classics course (or its nearest equivalent) at the relevant university is shown. The tariff points have been calculated from university-published entry requirements as described in section 3.3.3, sub-section Data from Online Searches. The two universities that offer

opportunities to applicants from a variety of backgrounds and study situations, and which do not stipulate specific qualification-based entry requirements, are shown with a points requirement of zero. From this graph we can see that the two universities without specific requirements have the lowest pass rate, while the universities with 100% pass rate require at least 340 points (equivalent to AAB at A level) for admission onto a BA course in Classics.

Student Pass Rates and Entry Requirements

The relationship between entry tariff and pass rate is investigated further through the scatter diagrams shown in Figure 4.7 and Figure 4.8. Here, Figure 4.7 shows apparently strong positive linear relationship between pass rate and entry tariff and this is confirmed by a Spearman's rank correlation coefficient (see section 3.3.3, subsection Data from Online Searches, for choice of this statistic) of 0.516 (significant at 0.01 level for 23 pairs of values). This suggests that much of the variation in pass rate can be explained by variation in entry tariff with higher pass rates associated with higher entry tariffs. However, when the two universities that do not specify particular qualifications for entry are excluded from the analysis, this relationship is no longer evident. This can be seen in Figure 4.8 from the almost horizontal line of best fit and from a lower Spearman's correlation coefficient of 0.360 (not significant at the 0.05 level for 21 pairs of values).

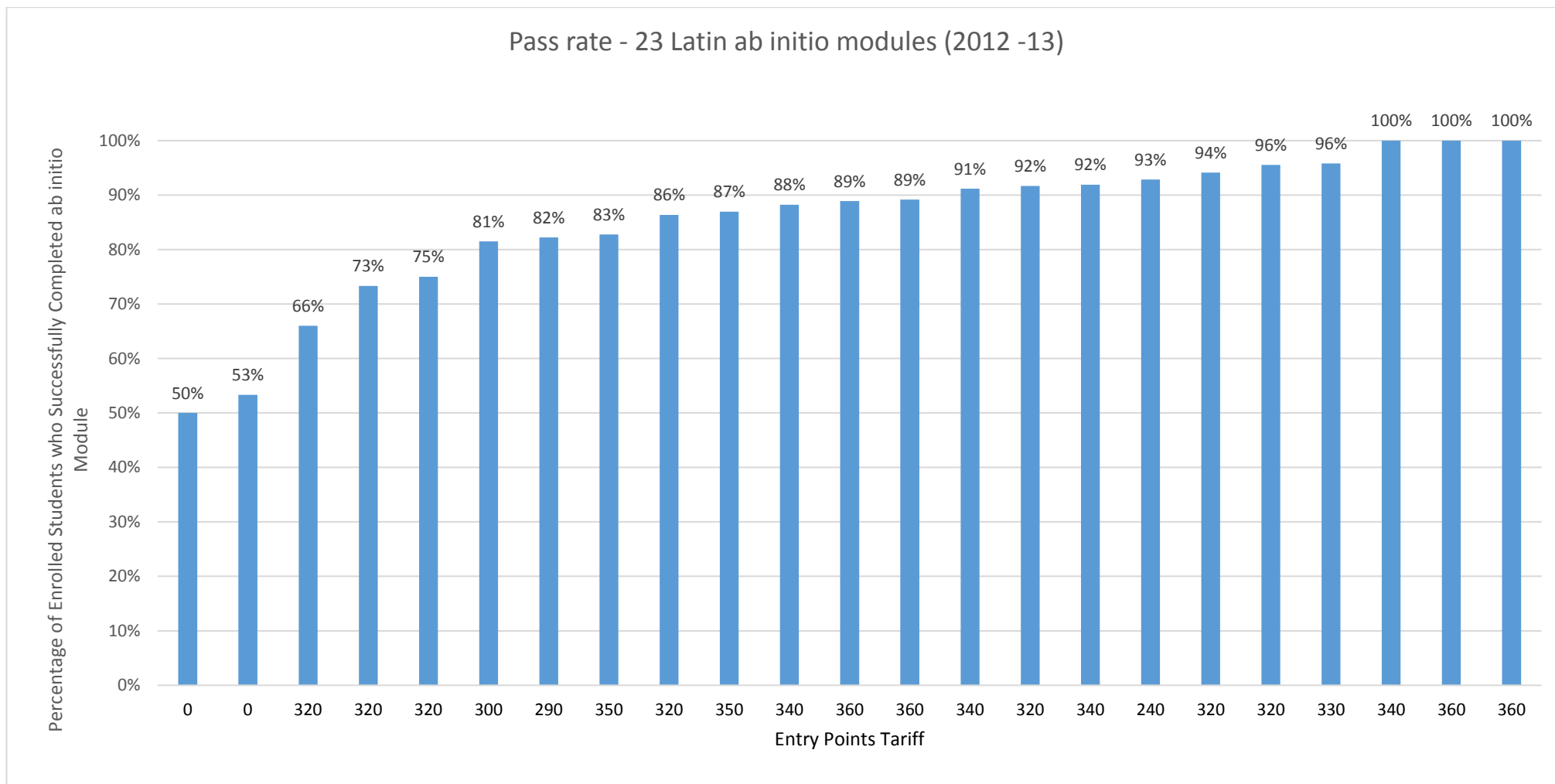


Figure 4.5 Pass rates for 23 universities sorted by pass rate

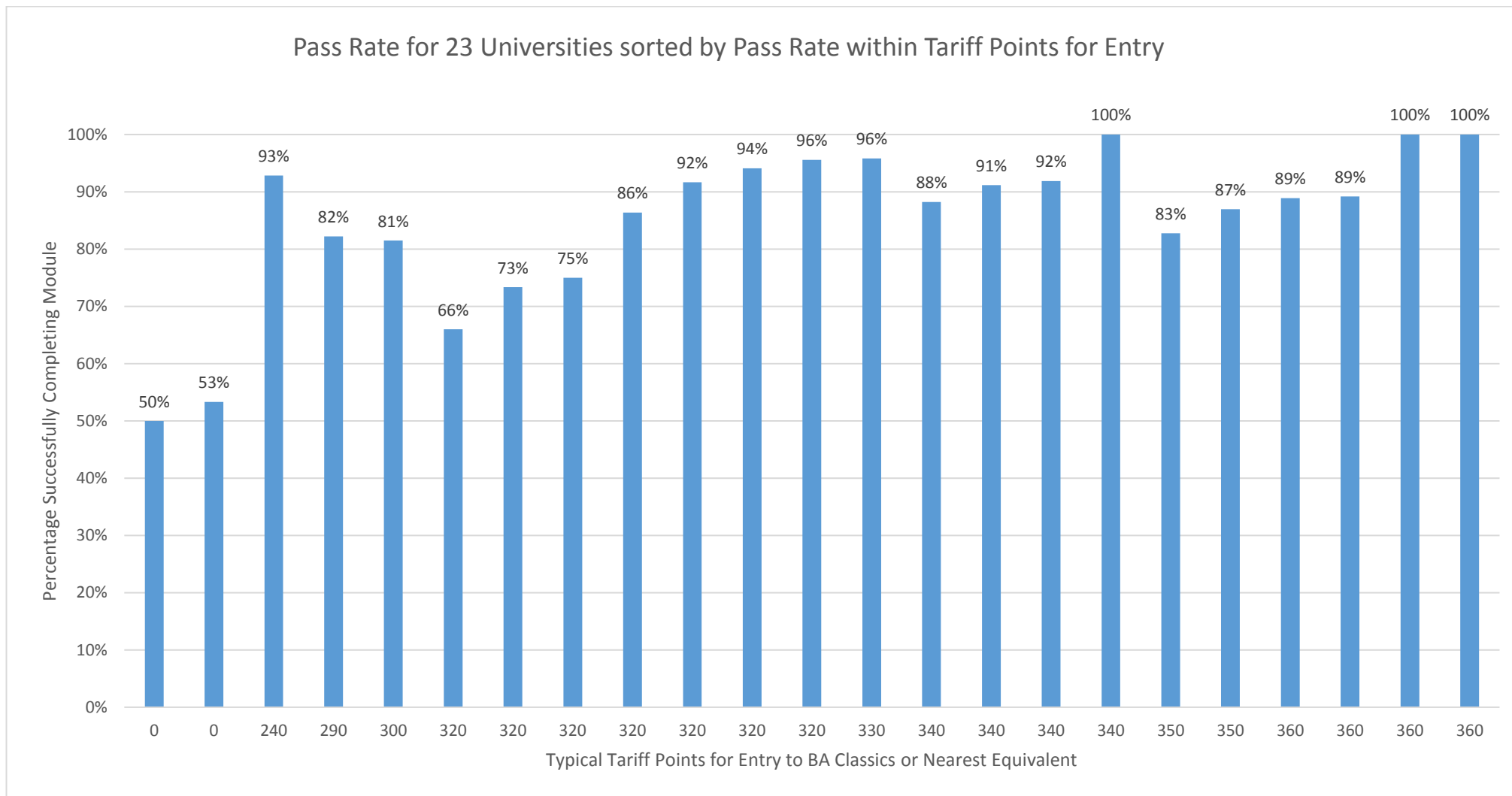


Figure 4.6 Pass rate for 23 universities sorted by entry points tariff

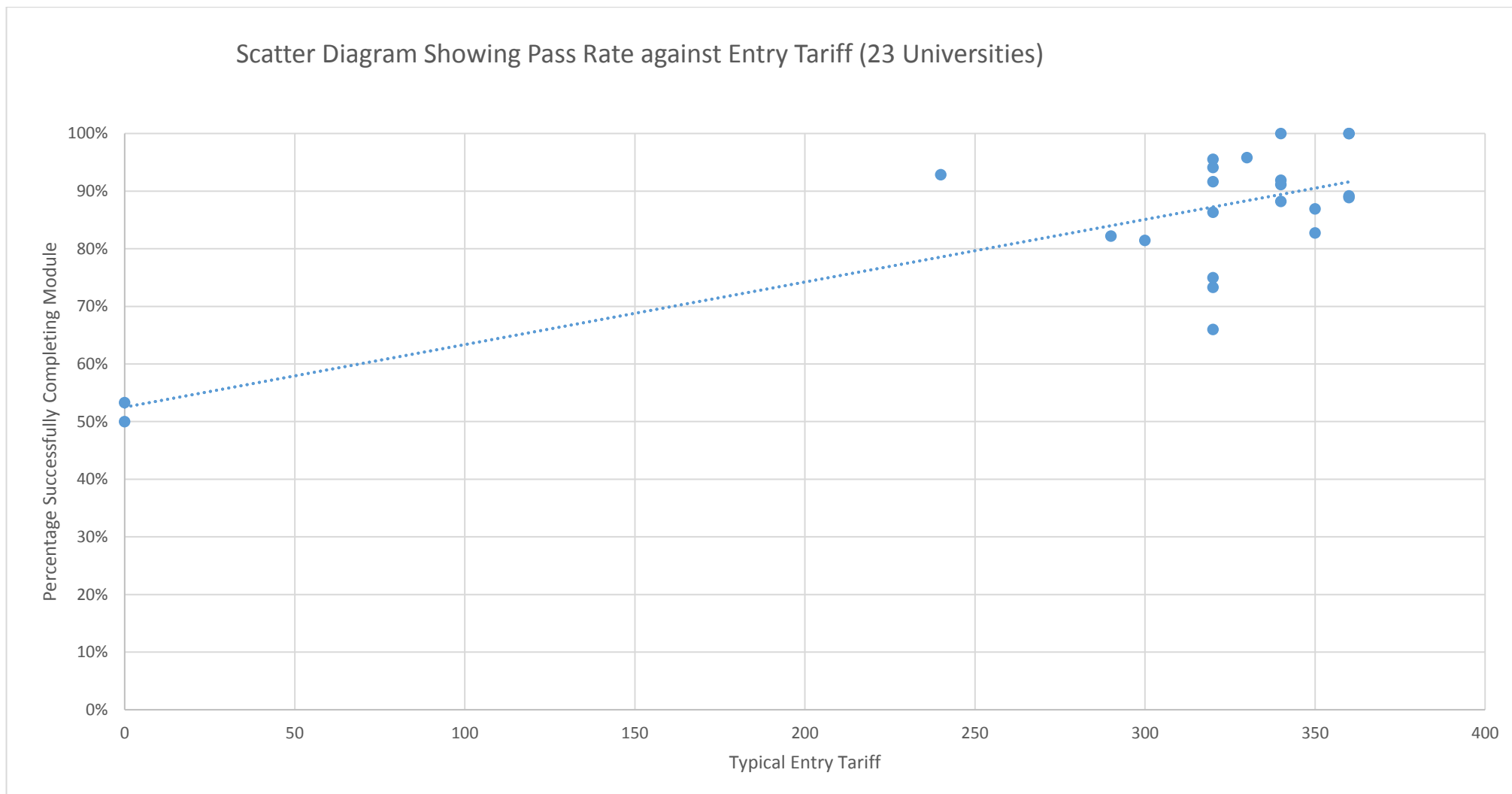


Figure 4.7 Pass rates for all 23 universities against typical entry tariff

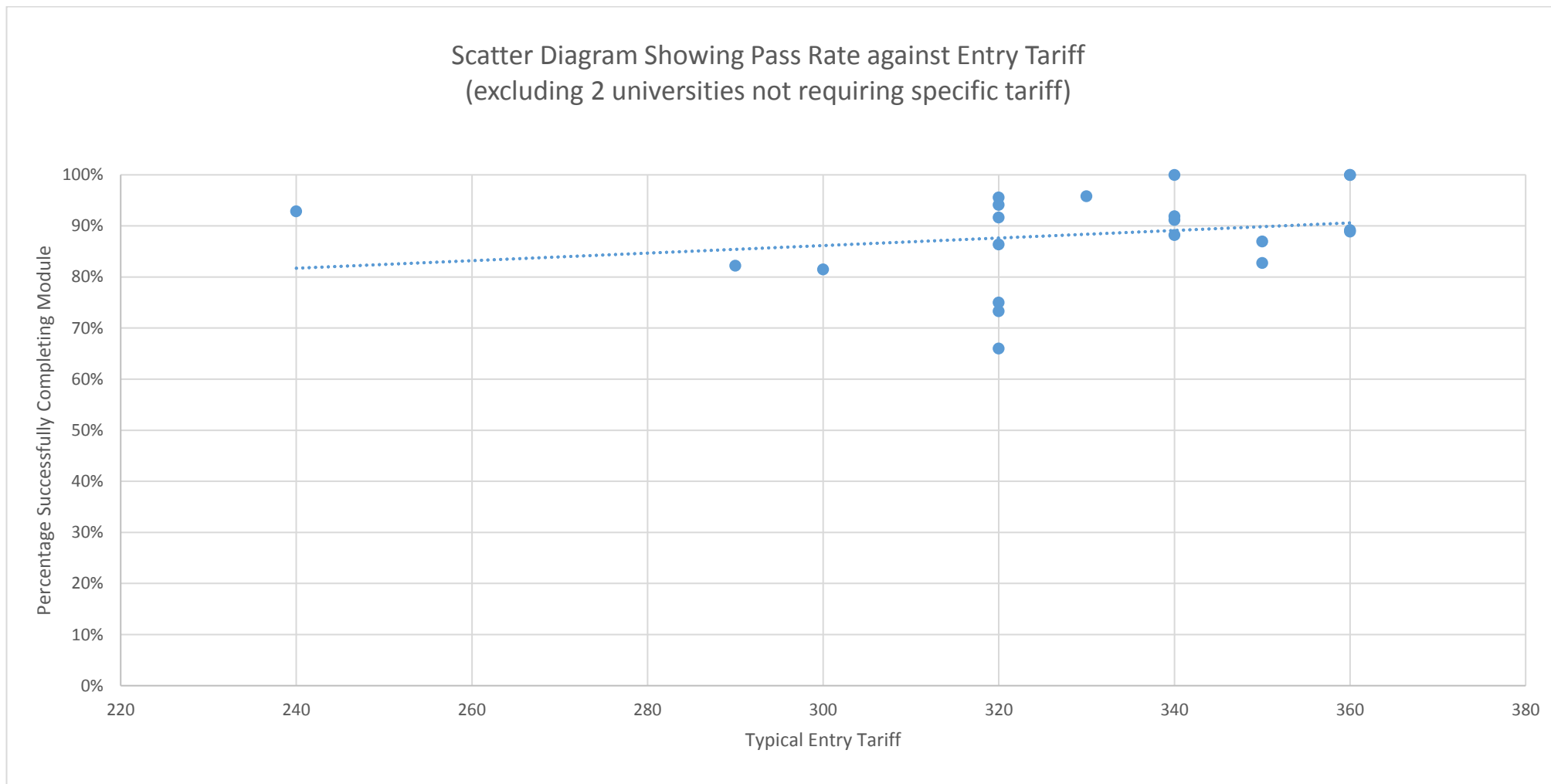


Figure 4.8 Pass rates against typical entry tariff (21 universities)

From the analysis of scatter diagrams and correlation coefficients, it is clear that, while lack of qualification-based selection criteria are associated with low pass rates, among the universities which do have selection criteria, there is no strong relationship between higher pass rates and higher entry tariffs. This lack of association is important for this study because it highlights the fact that there are relatively low pass rates in some universities with high entry requirements. For example, three of the universities requiring 320 points (equivalent to ABB) have pass rates below 80% in the *ab initio* Latin module while one university that requires only 240 points (equivalent to DDD) has a success rate above 90%. This suggests that factors other than selection criteria are influencing pass rates and, if some of these factors are pedagogical, there is hope that changing current pedagogy may improve pass rates.

Actual Numbers of Students Failing or Withdrawing

Across the 23 universities, 1044 students enrolled on the *ab initio* Latin module in 2012-13 and, of these, 235 students (23%) did not successfully complete the *ab initio* module. Of the 1044 students, 662 were studying in universities requiring 300 or more tariff points (BBB+) for entry to a BA course in Classics and of these, 75 (11%) did not successfully complete the module. In the two universities without qualification-specific entry requirements, 151 (47%) of the 323 students starting the module did not successfully complete it.

Most of the students who gave reasons for studying Latin and identified goals for the *ab initio* module mentioned wanting to gain credit. The findings of this section show that, across all universities, over 20% of students do not achieve the credits they aimed for.

In universities with specific entry requirements, there is no evidence for a strong relationship between entry requirements and pass rates, suggesting that other

factors, likely to include teaching practices and exam content are important in determining student success. Universities without specific entry requirements admit, and provide important opportunities for, students who have little or no previous experience of preparing for academic qualifications. In addition, the circumstances of students at these universities (many of them are adult learners with demanding employment or family responsibilities) may reduce the amount of time that they can dedicate to study. Nevertheless, it is likely that pedagogy and assessment content play an important role in student attainment of instrumental aims, and this analysis has shown that there is scope for improvement in terms of helping more students to achieve those aims.

Identification of possible ways of improving teaching practices and enabling students to attain both instrumental and intrinsic aims is one of the contributions this study seeks to make.

4.1.5 Teaching Practices

This section covers tutor and student opinion of the *status quo* in teaching practices in terms of textbooks and activities in and outside the classroom.

Textbooks and their Strengths and Weaknesses

Textbooks in Use

Tutors were asked to choose from a list of textbooks that were in use for Latin *ab initio* modules (CUCD Q24). Most university representatives selected only one book but three listed two books, one three and one four. Results are shown in Figure 4.9.

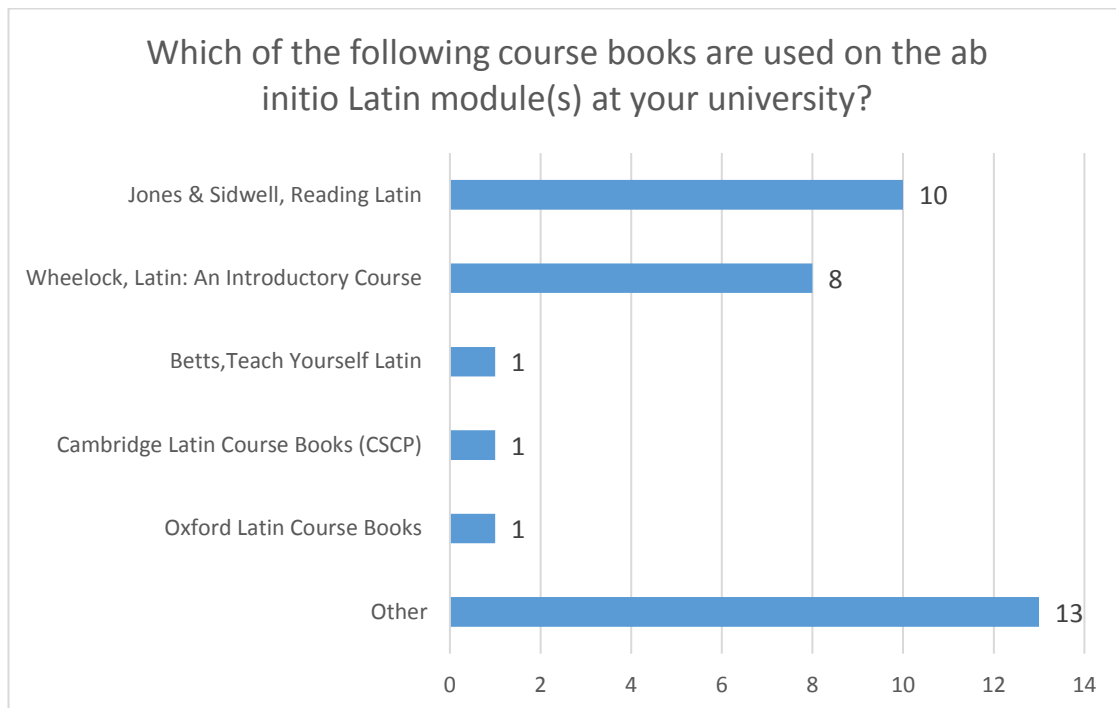


Figure 4.9 Textbooks in use on ab initio Latin modules (27 universities)

Eight further books were mentioned under the category 'Other' but none were mentioned more than twice. A list of these books can be seen in Appendix C.3.

One university had developed its own in-house course.

The textbooks most widely used, *Reading Latin* (Jones & Sidwell, 1986a, 1986b, 2000) and *Wheelock's Latin* (Wheelock, 1963), are similarly structured. Chapters each contain a certain amount of new grammatical knowledge and vocabulary along with a text which uses the new grammar and vocabulary and exercises which facilitate practice in the new grammatical and lexical knowledge. For example, Chapter 1A of *Reading Latin* introduces the present indicative tense of first and second conjugation verbs, first and second declension noun endings and the prepositions *in* and *ad*. There are 34 vocabulary items to learn. Over 150 further vocabulary items are presented in the 'running vocabulary' and these are to be used to assist in reading the text set for this chapter. There are also a number of exercises that include conjugating the verbs, declining the nouns and translating short phrases from Latin to English and English to Latin. *Reading Latin* is organised into three textbooks, *Grammar, Vocabulary and Exercises (GVE)*, *Text*,

and a *Study Guide* (Jones & Sidwell, 1986a, 1986b, 2000). The study guide recommends attempting to read the chapter's text with the help of the running vocabulary in *GVE* and the commentary in the study guide, then learning the 'learning vocabulary' and then studying the grammar explanations (Jones & Sidwell, 2000, p. 1). However, the Open University study guide written to accompany *Reading Latin* suggests undertaking the three tasks: reading (or making a translation), learning vocabulary, and learning grammar, in the order which best suits the individual student's preference (Open University, 1999, p. 9). In any event, this set of books is amenable for use with the grammar-translation method with some aspects of graded reading. The approach promoted by *Wheelock's Latin* is similarly grounded in covering different aspects of grammar which are then exemplified in Latin sentences and short texts (Wheelock, 1963). The prevalence of these textbooks in use, then, point to pedagogy closely focused on developing grammar and translation skills.

By contrast, the *Cambridge Latin Course (CLC)*, developed for use in secondary schools, is designed to accommodate a graded reading approach within which grammar is initially learned inductively. This course was claimed by one of its authors to be inspired by Chomsky's concept of universal grammar (Wilkins, 1969, pp. 181,192), but it is also compatible with the concept of providing comprehensible input (CI) described in section 2.4. These textbooks, though widely adopted in UK schools, with over 70% using them in 2008 (Lister, 2008, p. v), are in use in only one UK university.

Tutor views on Textbooks

Tutors responding to the CUCD survey were also invited to comment on the strengths and weaknesses of textbooks in use on *ab initio* modules (Appendix C.2, Q.25). Of the ten universities using the most frequently mentioned set of books,

Reading Latin (Jones & Sidwell, 1986a, 1986b, 2000), six provided comments and each described weaknesses as well as strengths, suggesting that, although this is popular and offers some advantages over other choices, no one who commented was completely satisfied with it. The book was praised for its range and quantity of exercises (3 mentions) and one staff representative commended its design for self-study. One saw advantage in its good pace and the fact that its length meant it could be used throughout more than one year of study. One claimed that among the book's 'many virtues' was its introduction of deponent verbs (i.e. verbs with a passive form but active meaning) before introduction of the passive voice which separated the need to learn new forms from the need to learn a new concept. However, another tutor described this decision as 'odd'. Yet another criticised the length of the book as it could not be covered in one year. From these differences of opinion, we can see that teachers do not necessarily value the same things in a textbook. However, four of the six respondents commented on poor ordering of topics, with one explaining that the mixture of grammatical forms (e.g. verbs and nouns) treated within one section led to confusion. Three thought that explanations were generally confusing and contained too much detail and too many exceptions. As one staff representative put it '[Students] are continually denied a simple (enabling) overview'. The choice of reading texts was also criticised, with one describing a story as 'pointless and not funny' while two others lamented the choice of Plautus as an author. Finally, one tutor regretted the lack of a better option saying, 'I am far from satisfied with any of the textbooks available'.

Seven tutors commented on the second most popular book, *Wheelock's Latin*, 6 giving both strengths and weaknesses while one reported only weaknesses. Three praised the pace and scope of the book which made it possible to cover essential grammar in one year. However, one respondent complained that the demands of their module meant that they had to work through the book too quickly. Another

tutor said it gave appropriately detailed coverage of grammar, though yet another regretted the inclusion of too much extraneous material. One commented on its suitability for adults and another thought it particularly good for postgraduates. One tutor said that students liked the layout but another thought the style unattractive for students, showing that again, different tutors contradict each other's assessment of the same factors. Three commented negatively on the American case order used for noun declensions (this differs from British case order) and it is noteworthy that, despite the inconvenience this may cause, institutions have preferred this book to others which follow British case order. In fact Wheelock's popularity had increased since the CUCD survey of 1995 (CUCD, 1995b). Only two other books received more than one comment. Two tutors praised the unpublished course *Veni Vidi Vince* (Powell, 2013) for its clear explanations of grammatical points but lamented the paucity of in-text exercises (both universities had developed supplementary exercises). Two also praised the thoroughness of Russell and Keller's *So You Want to Learn Latin*, though one criticised the lack of adapted texts and another its expense and lack of pedagogical method. This latter comment was the only one which referred to pedagogy so that it seems tutors did not see weaknesses with grammar and translation-based (or graded reading) approaches *per se* and any dissatisfaction expressed related to the order and manner of presentation rather than the approach itself.

Student Opinion on Textbooks

This section draws on data from the survey of 2011 and 2012 cohorts (Appendix B.2) and on six interviews with 2013 cohort students (Appendix D.6, Q4). Students from the Open University *ab initio* 2011 and 2012 cohorts were asked to rate a number of module resources, including the *Reading Latin* set textbooks (Jones &

Sidwell, 1986a, 1986b), grading them as 'very good', 'good', 'fair', 'poor' or 'very poor' (Appendix B.2, Q5). If they had not used the resource, they could indicate this with 'did not use'. The results for the *Reading Latin* texts can be seen in Figure 4.10.

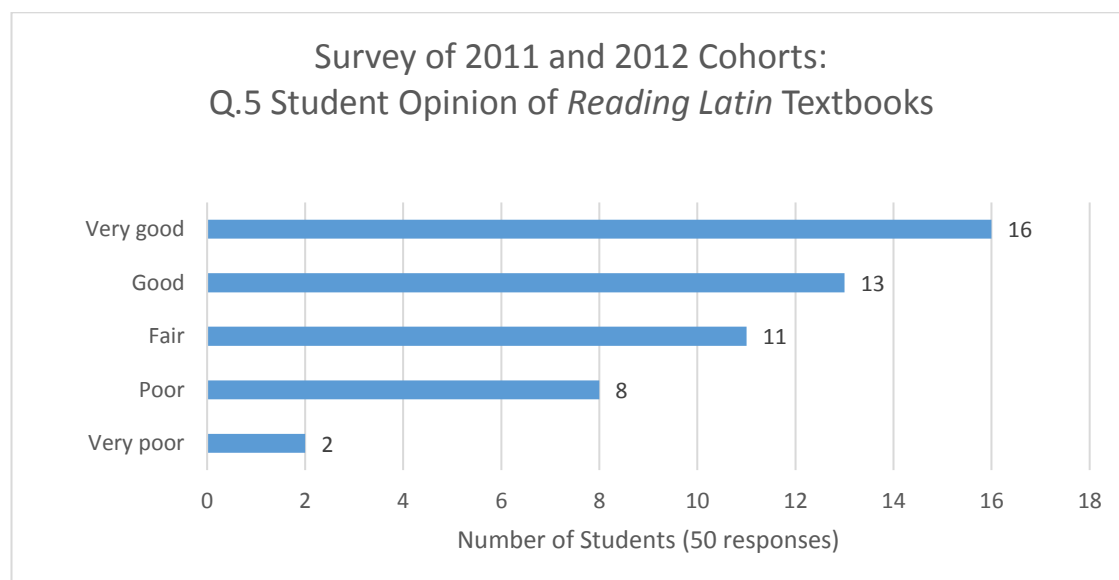


Figure 4.10 Student opinion of Reading Latin textbooks

All 50 students had used this resource and of those, 10 (20%) found it 'poor' or 'very poor' while 29 (58%) found it 'good' or 'very good'. The textbooks then suited over half those who answered reasonably well, but a fifth were dissatisfied with it. Students were also asked to comment on the most and least useful resources (up to two of each) which they had used including items they had found themselves as well as those provided with this course (Appendix B.2, Q.8 and Q.9). Of the 50 students who responded to the questionnaire, 38 commented on at least one resource and 33 mentioned one or more *Reading Latin* component (*Texts* or *GVE*) with 20 including the book(s) among their most useful resources and 14 including one or more component among their least useful. One included the set books in both most and least useful categories.

There were positive comments about the usability of the books. Some mentioned its clear explanations and structure and that it was organised in manageable

chunks. It was described as 'straightforward', 'detailed' and 'comprehensive'. One commented 'Everything was explained clearly and the exercises really helped'. On the other hand, those mentioning *Reading Latin* as one of their least useful resources complained of its poor layout and structure, the small font size, an excessive amount of detail and the difficulty of changing between books. (Even among those who found them useful there was mention of the difficulty of finding one's way round them). One student called the books 'uninspiring and over complicated', claiming '[t]hese texts would discourage anyone without prior knowledge'. The differences of opinion highlight the fact that what helps some students may cause difficulty for others. One found the *GVE* book helped with reading the book of texts. Another found reading difficult because they did not know the vocabulary in advance. One appreciated the humour in the books, while others labelled variously 'confusing', 'complicated', 'discouraging', 'frustrating' and 'old fashioned'. However, as one student commented 'It's the basis for the course so [I] couldn't have managed without it' (Appendix B.2 Q.8).

Six students from the 2013 cohort were also asked their opinions of the *ab initio* Latin module during interviews and some expressed opinions about the *Reading Latin* textbooks (Appendix D.6, Q.4). Katherine judged the choice of set books as 'absolutely appalling'. She did not find *Reading Latin* 'coherent at all', and had supplemented it with *Kennedy's Latin Primer* (Kennedy, 1966) and *Gwynne's Latin* (Gwynne, 2014), both of these taking what she considered a more 'traditional approach' that suited her better. (*Kennedy's Latin Primer* is a very comprehensive grammar reference book, while *Gwynne's Latin* uses the grammar-translation approach and structures chapters round a mixture of grammar points in a way very similar to *Reading Latin*). Oliver thought the books old-fashioned and the text hard going at times but was generally satisfied. Hermione found the 'main textbook' (probably *Grammar Vocabulary and Exercises, GVE*) difficult to understand and

unnecessarily confusing with explanations including too much extraneous detail. Zeta found it difficult to keep the books open and wanted larger pages. She also said that she found *GVE* somewhat like a Maths book (this was not a compliment and referred to its dry analytical style) and much preferred the *CLC* book which she had bought for herself (CSCP, 1998). She liked its illustrations, colours and larger text, but she had stopped using it because she felt she needed to concentrate on materials for the exam and she could not reconcile what she was learning in one book with the other. Dawn complained of inconsistencies in spelling between the *Open University Study Guide* and *GVE* saying she found this confusing and was not sure whether they were errors. However, she felt that in general the books were fine and that ‘perversely’ she was enjoying working through the exercises. Of the six students interviewed, only Zeta suggested a more attractive alternative – the graded reading based *CLC* (Books 1 to 5).

In addition, of the 50 students from the Open University 2011 and 2012 cohorts who took part in this study’s survey, 17 had also obtained a copy of one or more of the *CLC* books for themselves and used it in their studies (Appendix B.2, Q6)

Their grading of the book(s) can be seen in Figure 4.11.

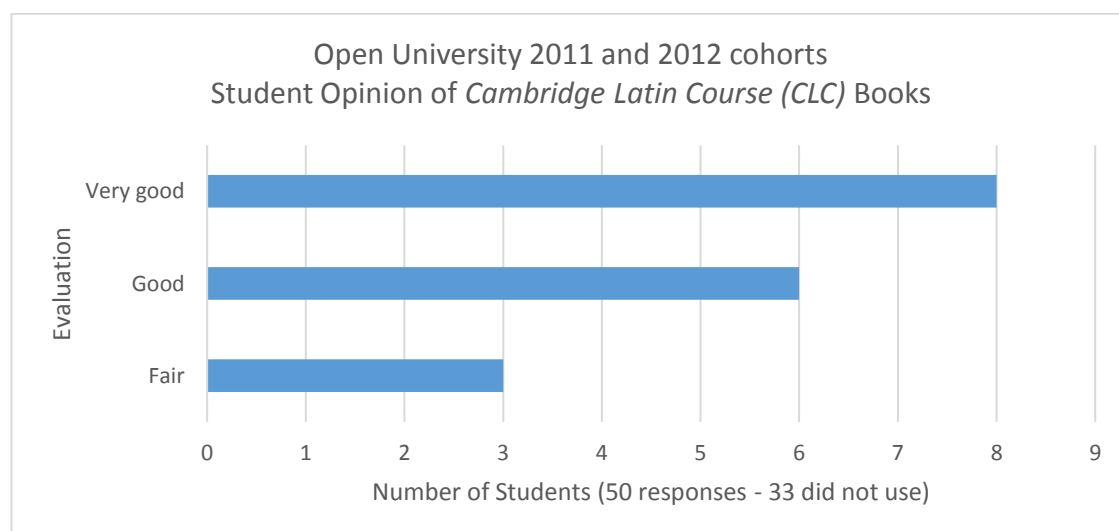


Figure 4.11 Student opinion of *CLC* books (Appendix B.2, Q6)

These evaluations compare favourably with those seen for *Reading Latin* in Figure 4.10. It is perhaps unsurprising that students like resources that they have selected and possibly bought for themselves. However, the fact that students have looked for alternative or supplementary resources indicates that the set texts may not have provided everything they perceived they needed to succeed. Although no students rated the *CLC* books 'poor' or 'very poor', one did list it among her least useful resources because she perceived that it was incompatible with *Reading Latin* (Appendix B.2, Q.9). It is evident in the problems that Zeta encountered (Appendix D.6, Q.4), that selection of a particular book or books as the core of a module may make it difficult for students to work with resources that take a different approach.

Classroom Activities

Activities in Use in Class

Tutor representatives were asked to indicate which of the activities listed in the question took place during *ab initio* language classes (Appendix C.2, Q.26).

Results are shown in Figure 4.12.

Here grammar-focussed teaching predominates with all university representatives reporting teaching of grammar points in class and 25 of the 27 completing grammar exercises in class. Translation from Latin into English, prepared or unseen, also appears very frequently (25 times), as does translation of sentences from English to Latin (24 times).

Classroom activities were sorted into order from most frequently to least frequently used and analysed for compatibility with the approaches and methods listed in section 2.4. The results of this analysis can be seen in Table 4.7.

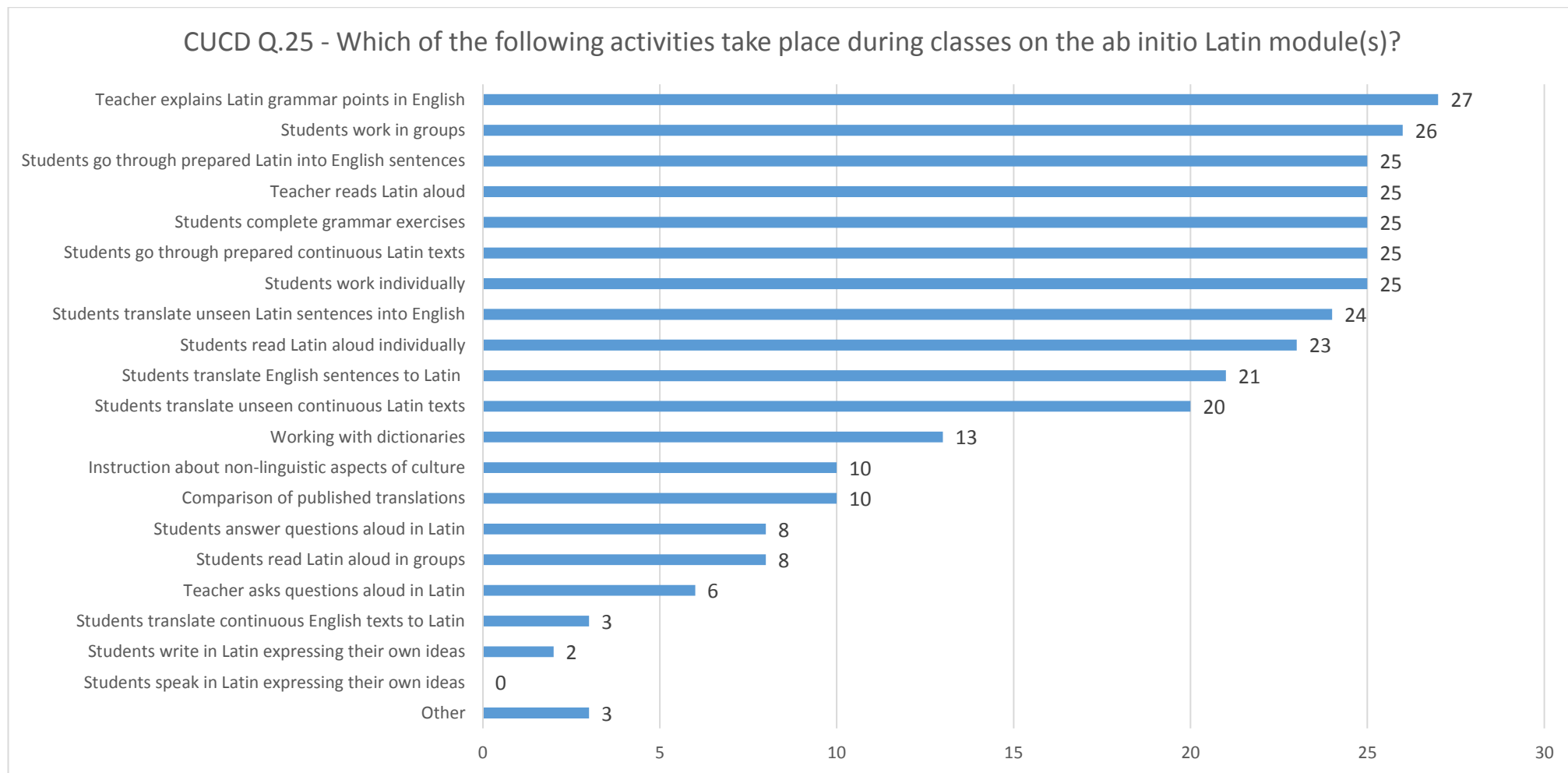


Figure 4.12 Classroom activities (responses from 27 universities)

Classroom Activity	Frequency	Grammar-Translation	Direct Method	Reading Approach	Audiolingualism	Oral / Situational Approach	Cognitive Approach	Comprehension based Approach (CI)	Affective/Humanistic Approach	Communicative Approach	Language in Social Context
Teacher explains Latin grammar points in English	27	✓					✓				
Students work in groups	26								✓		
Students work individually	25	✓		✓							
Students go through prepared continuous Latin texts	25	✓					✓				
Students complete grammar exercises	25	✓					✓				
Teacher reads Latin aloud	25			✓				✓			
Students go through prepared Latin into English sentences	25	✓									
Students translate unseen Latin sentences into English	24	✓					✓				
Students read Latin aloud individually	23			✓				✓			
Students translate English sentences to Latin	21	✓					✓				
Students translate unseen continuous Latin texts	20	✓					✓				

Classroom Activity	Frequency	Grammar-Translation	Direct Method	Reading Approach	Audiolingualism	Oral / Situational Approach	Cognitive Approach	Comprehension based Approach (CI)	Affective/Humanistic Approach	Communicative Approach	Language in Social Context
Working with dictionaries	13	✓					✓				
Comparison of published translations	10	✓					✓				
Instruction about non-linguistic aspects of culture	10										✓
Students read Latin aloud in groups	8							✓	✓		
Students answer questions aloud in Latin	8									✓	
Teacher asks questions aloud in Latin	6									✓	
Students translate continuous English texts to Latin	3	✓					✓				
Students write in Latin expressing their own ideas	2									✓	
Students speak in Latin expressing their own ideas	0									✓	

Table 4.7 Most compatible approaches and methods for classroom activities

Table 4.7 shows that the activities mentioned most frequently as taking place in class (including explanation of grammar points, grammar exercises and translation from and into Latin) are most compatible either with the grammar translation method or with a cognitive teaching approach. Activities compatible with a communicative approach are infrequently encountered.

Tutors were also invited to list any activities in use that had been omitted from the list. Three tutors described activities which had not been listed (none was mentioned more than once). These comprised:

- Discussion of etymology
- Chanting verb and noun paradigms (related to learning grammar)
- Discussion of literary points and practical criticism
- Discussion of student-identified problems (again likely to relate to grammar or translation)

Of these additional activities, only the 'Discussion of etymology' and 'Discussion of literary points and practical criticism' are outside the grammar-translation tradition.

There was no evidence of students being given the opportunity to express their own thoughts in spoken Latin though two tutors indicated that they did this in writing. In addition, six respondents said that tutors asked questions in Latin.

When one of these was followed up by email, it was found that the questions were presented in the students' textbooks for preparation in advance, and the opinions sought were about a prepared Latin passage. Tutors were frequently reported to read aloud (25 universities) so that students did have the opportunity to hear the sounds of Latin. The survey does not make clear whether this is simply to indicate the next part of the text to be translated or whether students try to understand while listening, which might be interpreted as processing comprehensible input in

line with Krashen's theories (1982, pp. 13-31). Less frequently (eight universities), students were reported to read aloud.

Two tutors reported all three communicative activities 'Teacher asks questions aloud in Latin', 'Students answer questions aloud in Latin' and 'Students write in Latin expressing their own thoughts' as taking place. These tutors were contacted by email to confirm the nature and prevalence of these activities in their own institutions (Appendix C.4). One said that they did use Latin questions and answers aloud in class along with some memorisation and recitation of texts and exercises in aural comprehension, but did not mention whether this was done by their colleagues. Nor did they clarify the form taken when students wrote their own ideas in Latin. The other said that he was the only person in his department who used active Latin. Students wrote in Latin expressing their ideas when, for example, they wrote stories. However, he used spoken Latin rarely in classes attended by all students. Rather, tuition in class was conducted in English, but there were voluntary extracurricular gatherings where only Latin was spoken. There is then some evidence for the use of the communicative approach by a small number of tutors in UK universities.

A third tutor who had ticked both 'Teacher asks questions aloud in Latin' and 'Students answer questions aloud in Latin' but not 'Students write in Latin expressing their own thoughts' was followed up by email. She explained that the Latin questions she asked were taken from exercises in the *Oxford Latin Course* and were based on Latin texts within the book (Balme & Morwood, 1992). Students had the opportunity to prepare answers in advance. Although conversation was not extemporised, this, adds evidence for some use of communicative approaches in place in UK universities.

The CUCD questionnaire asked staff representatives to describe what they perceived as the strengths and weaknesses (if any) of the activities undertaken in class which they considered most useful (Appendix C.2, Q.27). Seventeen of the 27 respondents provided comments. The most frequently mentioned activity was translation from English to Latin (five occurrences) though one of those who mentioned it said it was not used because it was so time consuming. Others claimed it was good for reinforcing grammar and word order but three mentioned that students dislike it or find it difficult. Group work was mentioned four times, with two tutors suggesting it provided peer support, one that it enabled students to see a variety of possible translations and another that group translation is rewarding and makes students aware of the progress they are making. The importance of personal interaction between students and tutors in class was mentioned (5 occurrences) and also assumed (twice) in descriptions of doing grammar exercises or prepared translations together. This allowed diagnosis of problems and reinforcement of learning, though one tutor commented that it could then mean that classes focussed on the needs of weaker students and another that it led to very slow progress if students did not prepare work. A further theme which emerged from responses was the inadequacy of the time dedicated to the study of Latin (3 mentions). The assumption that students would be focussed on grammar, reading and translation of prepared or unseen passages ran through the comments.

However, two of the tutors followed up by email had experienced communicative approaches to Latin in their own studies and subsequently used them with students. They mentioned some of the benefits they experienced and observed. One of them (who replied in Latin) had attended Latin immersion sessions himself

and had subsequently continued to use Latin in email communication and conversation with other Living Latin adherents. He felt that, without doubt, because of speaking Latin, he learned to read more quickly and better, and to write with more skill. [*Proculdubio citius didici meliusque legere et scribere calleo quod loquebar*] (Appendix C.5)]. He also said that he could now read quite well, without effort and with pleasure [*satis bene lego ... sine labore et cum voluptate*] (Appendix C.5)]. He regretted, however, that so far it had not been possible to devote enough time to Living Latin for his students to progress to speaking Latin well. However, he described two benefits felt by people who did. First, that they could recall more vocabulary and word-forms quickly [*loquendo possumus multo plura vocabula vel formas verborum ... parvo tempore recensere*] (Appendix C.5)]. Secondly, those who heard Latin frequently digested and construed words and constructions, not through deliberate thought but through the normal functioning of the mind when reading, though not when writing or speaking [*qui latine saepe audiunt ... non labore cogitationis sed natura animi digerunt et decoquunt vocabula et constructiones -- ad legendum saltem, non ad scribendum neque ad loquendum*] (Appendix C.5)]. The other tutor experienced in Living Latin had recently attended a Latin immersion summer school and had attended Latin conversation classes while at university himself. He said that learning Latin by speaking Latin ‘works VERY well for ex-beginners to improve their reading speed; and it makes their prose comp[osition] ... much more easy and fluent’ (Appendix C.4). In addition, a third tutor followed up by email felt that hearing questions and giving answers in Latin were ‘good for comprehension and pronunciation’ (Appendix C.4). All tutors followed up about communicative approaches to Latin teaching felt they had a beneficial effect. One of these tutors also expressed negative views about current Latin pedagogy, describing it as ‘amazingly conservative’ and ‘rather primitive, taking little account of modern language

pedagogy’. However, he stressed that introducing diversity of style in pedagogy should not ‘compromise delivery of the basic curriculum’ (Appendix C.4).

Activities outside the Classroom

Activities

The CUCD questionnaire also presented a list of student activities that might be required of *ab initio* Latin students outside the classroom (see Appendix C.2 Q.28 for full descriptions of activities). The number of universities requiring each activity can be seen in Figure 4.13.

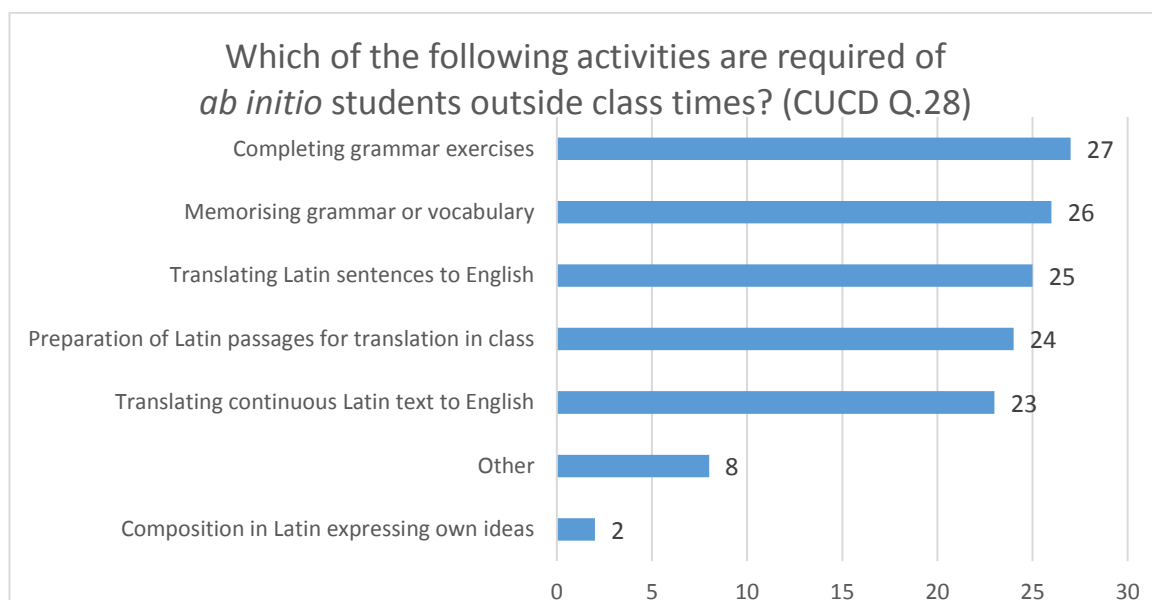


Figure 4.13 Activities outside the classroom

As with work in the classroom, this demonstrates widespread inclusion of grammar and translation activities. The eight ‘Other’ responses include five teaching staff mentioning translation from English to Latin and two mentioning the use of technology for reinforcement of learning. The concepts of comprehensible input and graded reading were not mentioned by any of the respondents. In future research, activities based on these approaches will be explicitly included in questionnaire options.

Tutor Views on Activities out of Class

The CUCD questionnaire also asked university representatives to comment on strengths and weaknesses (if any) of activities undertaken out of class (Appendix C.2, Q.29). Sixteen tutors commented. Here there was a strong emphasis on memory work or drill for vocabulary or word endings, with eight tutors referring to the importance of this activity. Two of these regretted how difficult students found memorisation work, while three others commented respectively that it was ‘boring’, ‘a necessary evil’ and ‘everyone’s least favourite activity’. Two commented that online drill was helpful, one noting that it had reduced staff workload and another that its introduction had improved exam results. One tutor praised the use of ‘good synthetic Latin’ (i.e. Latin text written by modern textbook authors to provide reading material of suitable grammar and vocabulary content and difficulty) to make the memorising process easier by letting students ‘naturally absorb words and me[e]t vocabulary in context’. This comment introduces the idea of comprehensible input as an aid to vocabulary learning. English to Latin translation was mentioned three times, once as an aid to memory work, once as a diagnostic tool for problems and once to consolidate knowledge. Again, apart from the one tutor who suggested reading as a means of learning, the emphasis was placed on learning grammar and vocabulary and practising their application through translation. (The two universities that mentioned students writing their own thoughts outside the classroom also mentioned this taking place in class and their comments are included in section 4.1.5, subsection Tutor Views on Activities in Class).

Student Views on Teaching Practices

The study now turns to student opinion on teaching practices, using information from the initial invitation survey of the Open University 2013 cohort (Appendix

D.2), and from six interviews undertaken with students from that group (Appendix D.4 and D.6).

The survey asked students to rate the difficulty of the Open University *ab initio* module after approximately 15 weeks studying the module (Appendix D.2, Q7). Of the 56 people who answered this question, five rated it ‘extremely difficult’ (scoring it 5 on a scale of 1 to 5) and a further 15 assessed it at difficulty level 4 on the same scale, so 20 (38%) of the 56 gave a difficulty score of 4 or more. These results can be seen in Figure 4.14.

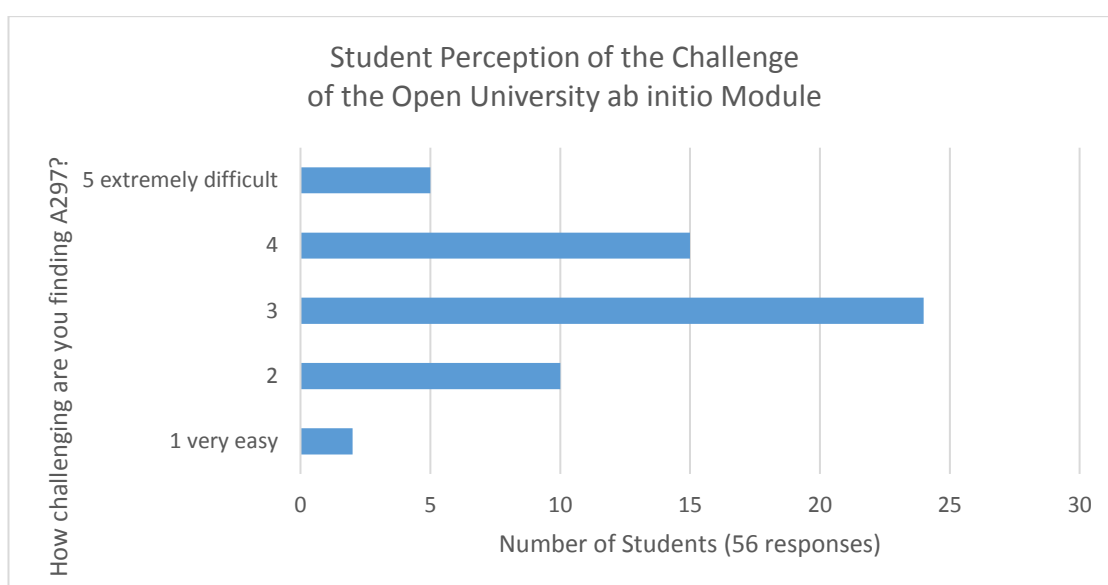


Figure 4.14 Student perception of the challenge of the ab initio module

The six students who took part in interviews were able to give more detail about how they were coping and about their views of the pedagogy underlying the module (Appendix D.6, Q4).

Katherine’s views on the importance of rote learning coincided with those expressed by some tutors in section 4.1.4, She said ‘there’s no substitute for learning it by heart [...] and I don’t think you can pretend that there is’. However, she found ‘learning the endings’ difficult and felt that that was where she was going to ‘come apart’ in an exam. She found translations easier because of being

able to make intelligent guesses in context. Katherine's comments made it clear that she felt that the only two requirements for exam success were a knowledge of grammar and the ability to translate.

Diana had been really looking forward to studying the *ab initio* module. However, she now found herself 'disappointed and struggling' because, although she found she could understand the principles behind the Latin, she was having difficulty with retaining information. Each time she began a new chapter she felt 'more overwhelmed' by what she had to learn. She felt that not only was she struggling with finding enough time but also with the content of the module itself. Despite this, Diana said that she thought the module was very well done and that the materials had made clear the amount of work necessary. She thought the module progressed in a 'natural way'.

By contrast, Oliver quite liked learning things by rote and found that the module fitted his learning style. He liked being able to read and study at his own pace and had not minded having to miss tutorials because of the travelling distance involved.

Hermione too had been doing well on the module and scoring good marks but had fallen behind because of a long trip away from home. She too was having trouble with the quantity of information to be memorised and felt that this might in part be because she was older. Nonetheless, she was enjoying the module. She particularly liked deciphering translations, considering them an enjoyable puzzle. She regretted the lack of opportunities to hear Latin, especially if tutorials had to be missed, and she felt unsure about pronunciation.

Zeta had been scoring well on assignments too, but felt that it would not be possible for her to pass the exam because she could not retain everything required and she felt she was 'getting into a general mess'. She had also been

confused about which vocabulary she needed to learn because the list provided by the Open University was not the same as the learning vocabulary in *Reading Latin*.

Dawn had hired a personal tutor whom she saw weekly because she found the amount of contact time with Open University module tutor inadequate. Her personal tutor had helped with her pronunciation and her understanding of English as well as Latin grammar. He had been able to explain this very clearly when written explanations provided with the module had not been grasped. Dawn had also found it very helpful reading and speaking with her private tutor in Latin.

Of those interviewed, only Oliver seemed entirely happy with the module pedagogy. For Katherine, Diana, Hermione, and Zeta, the burden of memorising information had caused problems and in some cases severe worry. Dawn had supplemented the module provision with a personal tutor because she felt she did not have sufficient contact with a tutor through the Open University though this was in part because she was not able to attend some module tutorials.

Summary of Teaching Practices, Student and Tutor views

Analysis of questions on teaching practices showed a strong emphasis on learning grammar and translating from Latin to English across all universities in terms of assessment tasks, textbooks and activities in and out of class. When compared with the situation portrayed in the CUCD survey of 1995, these findings paint a picture of a degree of stasis in UK university *ab initio* modules. In particular, the type of books in use have changed little since the CUCD survey of 1995 at which time *Reading Latin* was most popular with 9 of the 23 universities who responded using it. At that point, the popularity of *Wheelock's Latin*, another text closely grounded in and structured around grammar content, was reported to be declining with only two universities reporting use (CUCD, 1995b). However, this study has

found that Wheelock is now in use in eight of the 27 universities who took part, an increase that suggests strengthening in the entrenchment of the grammar translation method. There is little sign of the adoption of a wider variety of teaching materials despite frequent identification of weaknesses in current textbooks expressed in answer to Q.25 of this study's questionnaire (Appendix C.2). These weaknesses most frequently concerned order of presentation and level of detail and exceptions included in the text. With the exception of one tutor who mentioned the lack of a pedagogical method in a textbook, no challenge was presented to current teaching approaches by tutors.

Like tutors, students disagreed on the value of particular textbooks. Of the 50 students completing the questionnaire, over half found the *Reading Latin* textbooks 'good' or 'very good' while 20% found the same books 'poor' or 'very poor'. Many students (17 of 50 students responding) in the 2013 Open University *ab initio* cohort had obtained copies of one or more *CLC* books to help them with their studies. These books were in general well-liked but some highlighted the book's incompatibility with *ab initio* module content (Appendix B.2, Q.9).

Activities in and outside the classroom also most frequently included tasks focussed on grammar and translation (predominantly Latin to English). However, when describing the strengths and weaknesses of what they considered the most useful exercises, the highest number of tutors (five) mentioned translation from English to Latin, a practice related quite closely to Swain's output hypothesis though here the output is not extemporised but prescribed by the English provided and so does not really comprise communication or interaction with others. Four tutors found group work useful and five stressed the importance of the personal interaction between students and tutors in class. These comments bring to mind the focus on interaction with others found in Vygotskian sociocultural theory even

though here the interaction is taking place in English rather than the target language. One theme emerging strongly from comments on strengths and weaknesses of useful classroom activities was the lack of time that was allotted to study compared to the amount of work that needed to be covered. Criticism was levelled though at the lack of time rather than the syllabus specified and again the prevalence of traditional teaching methods was not questioned. However, the reluctance of students to undertake memorisation work or to prepare in advance was also claimed to hamper progress. This hints at a lack of intrinsic motivation among students to perform the tasks set. The three tutors who indicated use of Latin for oral communication in the survey all made positive claims for the effects of using Latin in this way. Effects claimed included speed of recall of vocabulary and word forms, improved comprehension and pronunciation, and a more natural (less arduous) and enjoyable experience when reading, all factors that could contribute to intrinsic motivation to study.

In terms of activities outside the classroom, eight of the 16 tutors who responded mentioned drill for vocabulary or word endings despite five commenting on the negative perceptions among students of this activity. One tutor described the importance of absorbing vocabulary in the context of synthetic Latin texts at an appropriate level indicating an appreciation of the importance of comprehensible input in the graded reading approach in line with Krashen's input theory though the theoretical basis for this appreciation was not mentioned. The communicative approach was not evident in any of the activities outside the classroom.

In this section it has been seen that materials and activities in use in UK universities continue to focus closely on grammar and translation with little pedagogy that is directly aimed at reading ancient texts with fluency or pleasure. Despite tutor criticisms of textbooks and signs of a lack of intrinsic motivation

among students to undertake some prescribed tasks, this study has found little evidence of traditional pedagogical methods being challenged or changed over the last 20 years.

4.2 Discussion

This section discusses the findings of this study in relation to the first research question (RQ1) and relates them to previous scholarship. The research question is:

RQ1: How well-aligned is current UK university *ab initio* Latin teaching with the needs and expectations of students?

The discussion first covers the three areas this study has shown to be strongly aligned: published aims, assessment content, and pedagogy. It then considers how well this cluster is aligned with reasons and aims described by students studying an *ab initio* module or identified by tutors teaching those modules.

Section 6.1 will bring together the implications of this discussion of RQ1 findings with the results of this study's exploration of the benefits of taking a communicative approach to Latin teaching (RQ2) and the explanatory power of SCT applied to Latin learning (RQ3) to propose ways in which better alignment of aims, pedagogy and assessment might be achieved.

4.2.1 Assessment, Pedagogy, and Published Aims

This study has demonstrated close alignment between three of the areas considered in relation to RQ1: universities' stated aims for the *ab initio* module, their assessment content and current pedagogy. All three emphasise knowledge of grammar and the ability to translate. In addition, the most popular text books in use and the activities undertaken in and outside the classroom have changed little over the past 20 years. This suggests a somewhat fixed approach to the teaching

of Latin in universities that contrasts with the enthusiastic adoption of the attractively presented reading approach of the *CLC* in many UK schools and with the wider variety of approaches in evidence in the United States (American Classical League, 1997; M. Minkova & Tunberg, 2012). It contrasts strongly too with the proliferation of approaches developed for modern languages (see section 2.4). The positive effects of a communicative approach described by two of the CUCD teachers in this study point towards its exploration as a way of extending current methods and increasing student pleasure and intrinsic motivation in their studies. This could overcome the reluctance of some student to undertake learning tasks that was highlighted by tutors taking part in this study, and lead to success for more students in line with Krashen's affective filter hypothesis (Krashen, 1982, pp. 29-31).

4.2.2 Providing for Students' Instrumental Reasons and Aims

Many students consulted in this study mentioned gaining academic credit among their reasons and aims for studying Latin. With the close alignment between assessment and pedagogy in place it might be expected that such instrumental needs would be well met, resulting in students completing the module successfully. This has been seen to be the case in some of the CUCD universities where all or very nearly all students pass the *ab initio* module. However, there are other universities where pass rates are lower – 13 of the 27 universities had pass rates between 50% and 89% in 2012-13. Across universities with specific entry requirements, pass rates were not closely correlated with entry tariff showing that other factors are at play than previous academic success. These might include the degree of difficulty of the exams and possibly differing pass marks, but it is likely that pedagogy plays some part. In these universities, as in those that do not have specific entry requirements, exploration of ways of enhancing pedagogy to support

more students is desirable. Recognising the need for change, the Open University redesigned its *ab initio* module during the course of this study (Betts et al., 2015), and some innovations in audible comprehensible input and direct association of Latin words with images, tracked the direction of this research.

Among the problems identified by OU students following the previous *ab initio* module was their dissatisfaction with the Reading Latin textbooks. However, two students who had tried to supplement or replace these books with the *CLC* that suited them better found these books incompatible with what they needed to know for the module. This highlights the difficulties involved in basing a module on a set textbooks. If the textbook is based on a narrow pedagogical approach that does not suit particular students, there may be little that those students can do to circumvent the problem. This does present tutors and module designers with the challenge of providing sufficient variety of materials to appeal across varied learning needs, as recommended by proponents of the use of learning styles (see for example Deagon, 2006, p. 45; Grasha, 1984, p. 51; Gregorc, 1984, p. 54). Figure 4.15 shows that, although university published aims, assessment and pedagogy are consistent internally around grammar and translation, there are some students whose learning needs are not met and whose instrumental aims are subsequently not fulfilled.

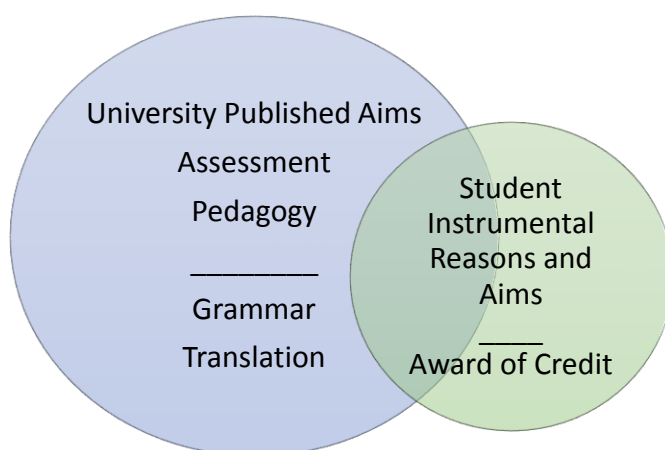


Figure 4.15 Some students do not attain their instrumental aims

Tutors too are divided in their views on the suitability of particular textbooks showing that even among those with a great deal of experience and commitment to Latin, materials in current use are not to everyone's taste. This dissatisfaction with set books seems more widespread than it was at the time of the previous CUCD survey when 'most respondents felt happy with their current course book' and only 5 Latin tutors expressed discontent (CUCD, 1995b). Despite this increased dissatisfaction, criticism centred on the manner of presentation rather than its pedagogical basis. The *status quo* in terms of stated aims, assessment and pedagogy was widely unchallenged. This study recommends that the UK university Latin community reconsider these three factors in order to increase alignment with student instrumental aims (see section 6.3).

4.2.3 Aiming for Reading with Fluency and Pleasure

This discussion now considers how well the needs and expectations of students are met in terms of other reasons and aims for studying Latin and aims for the *ab initio* module identified by tutors. When CUCD tutors were asked about the single most important reason for learning Latin, most (17 of the 27) mentioned some aspect of reading original texts (Appendix C.2, Q3). They prioritised 'examine Latin texts' and 'read Latin with fluency and appreciation' highest among seven potential aims for their *ab initio* module. The aim of reading 'Latin texts with accuracy, fluency, understanding and enjoyment' was stated as a central aim for the new Open University *ab initio* module commencing in 2015 (Betts et al., 2015, p. 7). In addition, a major part of the rationale for this survey was my own desire for fluent and enjoyable reading which was still eluding me after many years of study. During this study, seven of the 12 students who described their aims for the Open University *ab initio* module (either via the February survey or during an interview) included reading and understanding various types of Latin text. These findings

coincide with views on the importance of reading identified in this study's literature review (Balme & Morwood, 2003, p. 92; Campbell, 1988, p. 245; Hubbard, 2003, p. 51; Rogers, 2011, p. 1; Wilkins, 1969, p. 175). The aim of reading then, and particularly with fluency and pleasure, is of central interest in this study. However, during interviews, two of these 12 students expressed doubt that they would be able to read fluently in the short term, if ever (Appendix D.6, Q3), echoing Cambell's belief in the impossibility of reading 'for meaning' expressed in previous Latin reading scholarship (1988). These negative expectations have been contradicted by Carr's ideas on reading 'Latin as Latin' (1930, p. 127), and Carter's aspirations to the same fluency achieved by modern language learners (Carter, 2011). In addition, the possibility of reading fluently in Latin has been claimed among adherents of a communicative approach to Latin teaching (Tunberg in Lloyd, 2016; M. Minkova & Tunberg, 2012), adding to motivation for the research into its benefits undertaken by this study.

How then does the aim of reading fluently and with pleasure fit with aims published by universities, with assessment content and with pedagogy and, in particular, how well is it supported by an emphasis on grammar and translation? Only six of the 19 university-published aims referred to reading at all while all 19 mentioned grammar or morphology. In terms of assessment content in the six papers analysed, comprehension (without translation) only featured on one paper and the comprehension questions required answers that could be found through translation. The closest approximation to a measurement of any form of engagement with a text was a question that asked for 'points of interest' in the text. This type of question featured on only one of the six papers analysed and earned only 12.5% of the marks on that paper. It may be that the lack of emphasis on reading in assessment content is due to the difficulty of measuring reading fluency and the degree of personal engagement with a text and that, at this stage of

learning, the expectations of the institution in respect of reading are also low.

It is also possible that there is an underlying assumption that traditional methods lead to the reading skills desirable for Latin students and, because the primary aim is to read Latin, it is not thought necessary to learn to speak or understand the spoken word. In addition, teachers who have been taught by traditional methods and have attained the skills they desired themselves may not appreciate that others who were not so well suited to those methods might have flourished had a wider variety of language teaching approaches been available to them. The desirability of variety in language teaching has been suggested as a consequence of research into learning styles in MFL (Oxford, 2003, p. 16), and Latin (Deagon, 2006, p. 45). The need for more attractive approaches has also been recognised in schools where varied materials, including recordings of stories and images that make meaning readily accessible are provided (see for example CSCP, 1998). However, on the evidence of the CUCD survey undertaken as part of this study, awareness of a need to make Latin study more appealing to a wider audience is not apparent in UK universities.

The activities in use in UK university classrooms are associated only with a small subset of those available to modern language tutors (see Table 4.7) with little auditory or oral work in Latin and with almost no inclusion of authentic interpersonal communication. As with the activities identified in the CUCD survey of 1995, this study found that current classroom activities fitted best with behaviourist and cognitive learning theories and with structural or functional models of language. It is rare for current pedagogy to stray into activities inspired by constructivist learning theory or the view of language as a tool for interpersonal (or intrapersonal) interaction. In terms of language learning theories, Krashen's input hypothesis, interpreted as Comprehensible Input (CI) can be seen to

influence graded reading approaches, while Swain's output hypothesis might be used to justify exercises in translating English into Latin. By contrast, interactional activities linked with Vygotskian sociocultural theory as applied to MFL learning are not really evident in current practice. There seems to be an assumption that constructivist learning and authentic interaction are not necessary for Latin learning and that grammar-translation (and/or graded reading) will lead to being able to read fluently at some point. This assumption is not based on published research in the field of Latin teaching and learning and so it is not possible to determine how well current pedagogy provides for the aim of reading with comprehension, or for closely engaging with a text. However, it is clear that published aims and assessment for *ab initio* modules are not closely aligned with these aims. This situation is summarised in Figure 4.16.

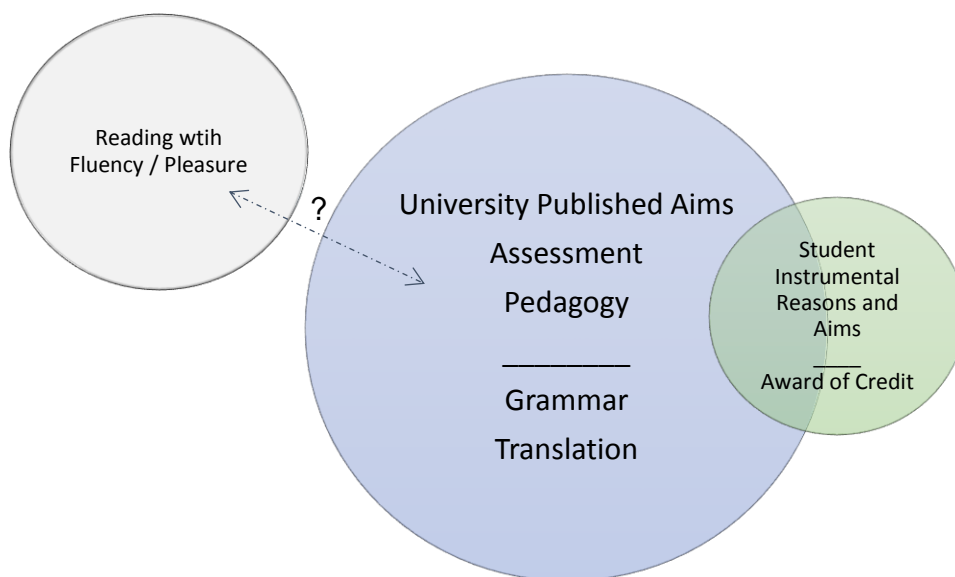


Figure 4.16 Alignment of the aim of reading fluency with other aims

Meanwhile, current teaching practice does not provide for the aspiration of being able to speak well expressed by one of the 2013 cohort though active use of Latin has been claimed to enhance reading skills (M. Minkova & Tunberg, 2012, p. 126). By contrast, in modern language pedagogy, listening and speaking form an

integral part of getting to know a language. This study has also found that UK university tutors who have themselves experienced Living Latin in their learning and used it in their teaching speak well of its benefits and its effects on reading. At least one of these tutors claims to have achieved a level of reading with fluency and pleasure and to have benefited in that achievement from using Latin communicatively, claiming this let him learn quicker and better. This coincides with claims made in previous scholarship (Howell, 2016; Lloyd, 2016; M. Minkova & Tunberg, 2012). Despite this, the UK university tutor who found benefits for himself in using Latin actively does not feel he has time for his students to work in this way in class because learning must be done 'without damaging the core syllabus'. This suggests that challenging the assumptions of the core syllabus and introducing a wider variety of teaching approaches might lead more directly to the aim of developing a closer engagement with Latin texts. This thesis now goes on to explore the potential of the communicative approach in this latter aim and calls for further work on exploring how published aims and assessment might change to pursue it more directly and accessibly.

5 The Communicative Approach and Sociocultural Theory

In response to the findings for the first research question discussed in the previous chapter, the study now turns to modern foreign language practices and theories and explores their potential for better addressing students' Latin learning goals, in particular the goals of 'reading with comprehension' and 'reading with engagement' defined in section 2.5.2 of this thesis. These theory-based definitions build on and refine the ideas of fluency and pleasure developed in earlier parts of the study. This section explores the possible benefits of a communicative approach to Latin teaching in terms of helping students attain their goals, and the potential of sociocultural language learning theory to cast light on learning events taking place under this approach. This research addresses two further questions, RQ2 and RQ3. These are set out in full in Table 5.1 along with a summary of the data collected to answer them and the instruments used to collect the data. All data was collected at the Lexington *conventiculum* in Kentucky in July 2014 or in follow up interviews and emails between August 2014 and January 2015.

Research Questions:	<i>Data from Lexington Conventiculum</i>
<p><i>RQ2</i>: What benefits can be shown for implementation of a communicative teaching approach in terms of helping students to attain Latin-learning goals?</p> <p><i>RQ3</i>: To what extent does taking a Vygotskian sociocultural theoretical perspective on the analysis of communicative and interactive learning events have explanatory value in relation to the learning of Latin?</p>	<ul style="list-style-type: none"> • Participant-observer experience of researcher based on annotated teaching materials, journal notes, recording of Latin conversations and in-class participation (Researcher as beginner speaker) • Participant perceptions and opinions (post-<i>conventiculum</i>) provided through email correspondence and / or interviews (5 beginner speakers) • Pairs of pre and post reading / drawing exercise with comments (6 beginner speakers)

Table 5.1 RQ2 and RQ3 summary of instruments and sources of data

5.1 Analysis and Findings

In this section, each of the three different sources of data, participant-observer descriptions, pre- and post-*conventiculum* reading exercises, and participant interviews and email correspondence, are analysed in turn. Each dataset is examined for findings relating to both research questions.

RQ2 asks about demonstrating benefits for taking a communicative approach to Latin teaching in terms of helping Latin students attain their learning goals. The student goals considered include those identified in response to the first research question so that there is a particular emphasis on reading as well as on the grammar and vocabulary learning necessary to succeed with current UK university assessment content. The focus on reading is important because the literature review of this study identified reading as a central aim for Latin students (Balme & Morwood, 2003; Campbell, 1988, p. 245; CUCD, 1995b, p. 92, Q1.1; Hubbard, 2003, p. 51; Rogers, 2011, p. 1; Wilkins, 1969, p. 175) and the subsequent survey of CUCD member universities confirmed this belief among Latin tutors. In addition, students from the OU 2013 *ab initio* Latin cohort included reading and understanding ancient texts among their learning goals, though some considered reading with comprehension (as defined in section 2.5.2) a distant or impossible goal (see section 2.5.3). The second research question also concerns itself with benefits relating to increasing knowledge of grammar and traditional translation skills that assist examination performance and with any other benefits relating to attainment of student goals, including those identified through consulting Open University students (see sections 4.1.1 and 4.1.2).

Benefits of the communicative approach to Latin teaching implemented at the Lexington *conventiculum* are identified in three ways. First, teaching and learning conditions at the Lexington *conventiculum* are described from my viewpoint as a

participant observer, and benefits observed or experienced in my role as researcher are reported. Second, the pre- and post-*conventiculum* reading exercises carried out by six beginner speaker participants are examined primarily for evidence that the *conventiculum* has produced a demonstrable change in terms of reading with comprehension and reading with engagement as defined in section 2.5.2. Other benefits or challenges identified through these exercises are also reported. Third, student interviews and follow up emails are analysed for evidence of benefits and challenges perceived by participants.

RQ3 focusses on the explanatory power of Vygotskian sociocultural learning theory as adapted for language learning for learning events taking place when a communicative approach is used in Latin teaching. As explained in the introduction to section 2.4.9 of the literature review, a communicative approach is understood to include both formal teaching situations where students are taught communication skills and given opportunities to practice them, and the provision of opportunities for informal social interaction in the target language (in line with Ellis, 1982). As with RQ2, findings are based on participant-observer descriptions of learning events, supported by journal notes, annotated teaching materials, and recordings of classroom session and Latin conversation, on the reading exercises undertaken before and after the *conventiculum* and on the interviews and email correspondence provided by other beginner speaker participants. A list of correspondence and interviews with participants is given in Appendix E.6. Each learning event identified will be considered in the light of sociocultural learning theory adapted for language learning, as described in section 2.2.2, sub-section ‘Vygotskian Sociocultural Theory’, and in section 2.3.5. The explanatory value of such concepts as mediation, self and other regulation, imitation, appropriation, scaffolding and the ZPD are highlighted. Where other learning theories or language learning theories also have explanatory value, this is mentioned in the

findings.

It should be noted that the pedagogy implemented at the Lexington *conventiculum* was not designed with a particular modern language learning theory or approach in mind. Rather, it arose from immersive, communicative and interactional approaches and methods which have been used in Latin teaching at various points in the language's long history (M. Minkova & Tunberg, 2012, p. 113).

Methods were also inspired by Prof Tunberg's experience of Living Latin in Europe (Coffee, 2012, p. 258; Lloyd, 2016, pp. 4-5). The approaches used at the Lexington *conventiculum* are almost totally absent from UK university Latin teaching contexts (two exceptions relating to conversational Latin were noted in section 4.1.5). The *conventiculum* therefore presented an ideal opportunity to look at these approaches in action through the prism of sociocultural theory.

5.1.1 Participant Observer Description the Lexington *conventiculum*

In this section, I recount what I observed and experienced during the time I spent at the Lexington *conventiculum*, including identification of content relating to RQ2 and RQ3. That is, I point out benefits and challenges I perceived myself (relating to RQ2) and look for theoretical explanations to cast light on learning events I experienced or witnessed (for RQ3).

Learning Settings and Events

We participants experienced a number of more or less formal learning settings during the week. These are described in the following paragraphs. Within each, I describe the circumstances that provide opportunities for learning and some actual learning events that I experienced. As part of these descriptions, I identify benefits and challenges of the approaches in use and seek explanatory value for learning taking place from sociocultural language learning theory.

Conventiculum participants first gathered in the late afternoon of Monday 20th July 2014. On that day, we were permitted to speak our native language or any other language, but quite a few people who had attended previously chose to speak Latin to each other straight away, demonstrating their pleasure in this activity. There was a buffet with wine, and participants began to meet each other and share backgrounds and Latin speaking experience so that some progress was made with feeling at home as part of the community before starting to speak in Latin.

As a new participant, and a naturally sociable person, I was glad of this opportunity to begin forming friendships as, at this point, I was very dubious about my ability to communicate in Latin at all and had fears of being quite isolated through the week ahead. In fact, I was so certain that I would not be able to interview people or to ask them to take part in my research once we started speaking Latin that I spent much of the evening frantically carrying out research activities. I introduced myself as the person who had sent out the email about research and took as many recruits as I could through the pre-*conventiculum* reading exercise. I clearly did not have any expectation of using Latin as a working means of functional or interactional communication with others. In addition, when I had told friends who had studied Latin about my planned attendance at an event where it would be the only language in use, they were generally very surprised that such a thing was possible and congratulated me on my bravery. This included friends who were Latin teachers themselves. This shows that Latin learners and even experienced Latin teachers may not recognise Latin as a practical means of interaction.

Next morning, we could still speak any language at breakfast, but as the

introductory briefing began, other languages than Latin were set aside.

First Morning Introductions

Prof Tunberg, introducing himself as *Terentius* (Terence), welcomed everyone in Latin and invited all participants to take turns introducing themselves to the group in Latin too. Thus Latin learners were set their first authentic communication task as well as being given the opportunity to ‘imitate’ the performance of others. By this, I mean imitation in the sense of adapting input in an active way to produce new utterances, rather than simply echoing what was said.

For example, when some people ahead of me introduced themselves, I heard for the first time ‘*salvi sitis*’ (may you [plural male or mixed gender] be well) as a greeting for many people. Because it was unfamiliar, I was not confident enough to use it in my own introduction, even though I recognised how the construction worked grammatically (subjunctive to express a wish) and what the vocabulary meant. Instead, I stored it away in my memory and, when I had heard it again in other circumstances (see ‘Examples of Learning across Different Activities’ later in this section), was able to use it and its variations as a greeting for one person (*salva sis* or *salvus sis*). Before these first hearings of ‘*salvi sitis*’ though, the idea of using the subjunctive for wishes was for me, theoretical knowledge. It was something that I knew was possible and I had seen examples written down, but I thought of the subjunctive as something a bit obscure and difficult, always taught late in a Latin course, something to be feared and sidestepped if possible. Hearing it used in an authentic and sometimes warmly expressed greeting to a real group of people brought home its function as part of a real working language. I was surprised to find that throughout the *conventiculum*, the subjunctive was so commonplace and essential in Latin interactions. Perhaps even more surprisingly, I soon came to feel that Latin itself actually was a real language that worked (and

still works) for interacting with other people. This recognition of the Latin language as a working means of mediation between myself and others, rather than a code to be deciphered, was one of the most striking benefits of using Latin to communicate.

It was also during the participant introductions in the first Latin session that, through hearing it from many others, I became confident enough of the expression '*mihi nomen est ...*' (an example of Latin's possessive dative meaning literally 'the name [belonging] to me is ...') to use it for 'my name is ...' rather than the English to Latin word-for-word translation '*meum nomen est*'. The opportunities for imitation here led to new knowledge of one example of Latin usage (*salvi sitis*) and to increased confidence that another previously known construction (*mihi nomen est ...*) could be used successfully to convey meaning to others.

During this introductory activity, all participants introduced themselves using the Latin name they wished to adopt for the duration of the *conventiculum* (I became *Maria*). This meant that names could be used to reflect different case endings, and also added to the sense of adopting a new identity through using a new language and of becoming part of a different (albeit artificially constructed) culture.

Following the introductions, participants signed a formal promise that we would speak nothing but Latin to other *conventiculum* participants for the next 7 days (see Appendix E.2). English could be used with staff in restaurants etc., but, even in these situations, when we turned away to speak to fellow participants, we had to use Latin.

Daily Briefings

At the beginning of each morning and afternoon, all participants came together for a short briefing by *Terentius*. He would explain (in Latin) arrangements for rooms

and session leaders, and give news of any activities arranged for the evening. Although no verbal responses were required from participants, this form of interaction did require participants to act in line with what they heard so that for example, they would arrive in the right group at the right classroom. In addition, the instructions for any action necessary to join the evening activities (for example registering to attend or making a financial contribution to the cost of drinks) would need to be understood and acted upon in order to participate. From a sociocultural perspective, Latin listening skills were being developed by attendees and they were being assisted in this development by *Terentius*, who used very expressive diction, gestures, props such as books or pictures, and drawings and writing on a blackboard to extend what the less experienced attendees could understand. This multimodal approach brought the oral comprehension practice within the ZPD of most beginner attendees even though it was not practical to tailor the briefing to individual needs. Participants received positive feedback on their understanding of Latin instructions by finding they had arrived in the correct place with their allotted group. If they could not do this, they had to seek a greater level of scaffolding from *Terentius* or, more likely, other participants by explaining which group they needed and asking where it was.

During one of the briefings early in the week, I remember picking out the unknown words '*grex*' and '*greges*' (group and groups) in the oral instructions, realising that one was the plural of the other and that '*greges*' corresponded with the title on the printed (Latin) document on which members of each group were listed.



Figure 5.1 The word 'Greges' appeared at the top of a page of group lists

When I heard these words in instructions again later, I knew I had to listen out

carefully for my own group letter or number, a group leader name (so I could follow them) and a room and building description (in case I lost sight of the leader). I had recognised these words as important in functional use of Latin and I appropriated and internalised them through imitating the usage I heard (or read) and later through using them myself in interaction with others. These words now hold meaning for me that I can recall rapidly and effortlessly through their association with events in Lexington and I believe I have internalised them permanently. This demonstrates vocabulary acquisition as one of the benefits of listening to Latin communication that has direct relevance to the learner and the relevance of SCT concepts such as imitation, appropriation and internalisation in explaining how Latin learning takes place.

Taught Sessions for Tirones

Each day in Lexington, there were two formal sessions before lunch and three or four after. During the mornings, the *Tirones* and *Peritiores* were separated and the *Tirones* split into groups with approximately 10 in each. Each had two formal teaching sessions, one of games and activities with *Terentius*, and another, with a different session leader, dealing with an everyday topic of conversation, for example the weather. The formal sessions on everyday topics prepared learners to communicate with each other in Latin. They included instruction in useful vocabulary and phrases and group work where use of these terms was practiced. This form of teaching equates with Ellis's description of formal communicative language teaching and Howatt's 'learning to communicate' (Ellis, 1982; Howatt, 2004, p. 18). Meanwhile, the other type of formal teaching sessions for *Tirones*, where participants played a variety of games, comprised activities in the target language that provided practice in what Howatt calls 'communicating to learn' (2004, p. 18). In both of these types of session, there was a good deal of verbal

interaction with the leader and plenty of scaffolding for carrying out tasks. This help included a vocabulary list with diagrams, or sometimes with English equivalents, cartoons, drawing and writing on the blackboard, and expressive delivery and actions by the session leader. There were plenty of opportunities for practicing oral comprehension and speaking and for rehearsing responses silently in my mind when others were participating. In the sessions with *Terentius*, several people were given the opportunity to carry out the same task so that responses in both private and audible speech became easier with time.

The formal teaching sessions sometimes involved reading and engaging with simple texts and then transferring the structures and vocabulary to spoken language production (for example reading about where someone lived and then saying where you lived yourself). There was then group work that involved preparing short presentations or conversing about the chosen topic with peers. From the viewpoint of SCT, there was a good deal of evidence of ‘other-regulation’ (Lantolf et al., 2015, p. 210) with the leaders directing the language production of learners and also of their providing scaffolding to enable beginner speakers to perform communicative tasks outside their unaided capabilities. Leaders scaffolded beginner performance in their individual ZPDs and provided opportunities for appropriation of skills. Internalisation was evident in my use of Latin in silent speech as I rehearsed tasks that others were undertaking. Even though tasks were identical, or similar for each participant, the amount of assistance used (decided by the student) or provided (what was judged necessary by the person assisting) could be varied to account for different levels of achievement. Assistance was sometimes provided by other *Tirones* as well as by leaders, particularly during group work, so that, even in these formal sessions I experienced a sense of learning by taking my place in a community rather than being ‘taught’. I will now describe some of the activities in the *Tirones* sessions in

more detail.

Sentence Repetition

Among the activities in the morning session with *Terentius* was a game where he built up a sentence in Latin starting with just a few words but extending it clause by clause as the exercise went on. After he said the first clause, he either asked a particular person to repeat it or he let students indicate that they would like a turn by catching his eye or raising a hand. One such sentence was:

alii verba nostra non intelligent, et nos rogabunt qua lingua loquamur

Others will not understand what we are saying, and they will ask us with what language we are speaking.

Terentius himself said this with exaggerated verbal expression and body language, sometimes provoking laughter. The light-hearted atmosphere made me feel more relaxed about making my own responses and more willing to take an active part. To begin with, students were asked to repeat only the first clause of the sentence. Several participants did this correctly and were met with enthusiastic praise. Mistakes were not corrected directly but were met with another vigorous performance from *Terentius*. While each student was repeating the phrase, I was rehearsing it in private speech in case my turn came next. The vocabulary and grammar of the first clause of this sentence were sufficiently simple (subject, object verb structure, future tense which could be overlooked without much loss of meaning) that it would be readily understood by most participants, but it also prepared the way for the more challenging second part in which we met an ablative of instrument (*qua lingua* ~ with what language) and a deponent verb in the subjunctive mood (*loquamur*). Understanding and speaking of the first part was rehearsed several times before moving on to add in the second part. Once I

understood the first part, the meaning of the second had a strong context from which I could guess its meaning. The whole sentence was then repeated around the room and, because I had managed to understand it, it was quite easy for me to say it when my turn came.

It might seem that this was a simple repetition exercise similar to those in an audio-lingual approach, and any learning might be explained through behaviourist theory (correct performance was reinforced). However, for two reasons, it seemed to me that it more closely approached authentic communication or at least communication of direct relevance to our beginner group. First, because the sentence was so long, I found it necessary to deduce its meaning fully to be able to retain it all and repeat it accurately. Therefore, by the time I was able to correctly 'repeat' the sentence (or rehearse repeating it), I was also expressing its meaning rather than parroting it. Secondly, the sentence expressed an idea that was very relevant to the group's situation in Lexington. We had by this point experienced being in shops where our Latin conversation amongst ourselves was noticed as a curiosity and where people did ask what language we were speaking. Participants were being very heavily assisted to say something they might want to say themselves, and to use language at a level beyond their unaided ability (in terms of vocabulary and grammatical accuracy). This experience then fitted well with the SCT concept of scaffolded performance in the ZPD. The following sentence, extended participants' performance further.

si homines nos rogaverint qua lingua loquamur, quid dicemus?

If people ask us [with] what language we are speaking, what will we say?

The first phrase of this sentence built on vocabulary and grammar used in the first sentence above (repeating *qua lingua* and *loquamur*), but also incorporated a

conditional clause with the verb in the future perfect tense (*rogaverint*). In addition, this sentence was tackled all in one go, adding to the challenge. Once again the content had real relevance for us participants and (as with the first sentence) the use of the inclusive 'we' form gave a feeling of talking about a real, shared situation together.

For me, through taking part in this activity, some less familiar forms (e.g. the subjunctive of a deponent verb used in an indirect question, '*loquamur*') began to feel normal and meaningful and were less puzzling when met in other contexts. I did not consciously parse these forms in class when I heard them but I accepted that they would have the meaning I deduced in context from known vocabulary and the way in which *Terentius* acted them out. This use of body language to make meaning accessible was an important form of scaffolding as I developed my ability to understand spoken Latin.

For me, these examples of unusual forms becoming familiar were part of the weight of experience that made the subjunctive a normal thing to use in Latin rather than an advanced piece of theoretical knowledge. Later in the week, in a Latin conversation that is given in full in Appendix E.8, Iulius described this exercise as one he liked. He said '*tu aut illic aut illa debet repetere eisdem verbis et intrant verba in mentes nostras*' (you or he or she have to repeat the same words and the words enter into our minds), a powerful metaphor for the internalisation of the content and form of the sentences we performed and consistent with the claims of SCT. *Fabia* also enjoyed the exercise ('*est optime*') and believed the repetition ('*iterum iterumque*') helped a lot ('*adiuvat multum*'). Although direct demonstration of what was learned in this type of exercise is not easily possible with the evidence available from this study, *Fabia*, *Iulius* and I all felt we benefited from them and moreover, enjoyed them.

In this type of exercise, *Terentius* dictated a story in Latin and all the participants wrote it down. The first story was about the myth where Theseus deserts Ariadne and Bacchus comes and consoles her. This exercise might be considered quite traditional in a modern foreign language classroom though the emphasis on listening comprehension would be unusual in a UK university Latin class.

Terentius dictated slowly and repeated phrases until everyone was happy with what they had written. We could ask for explanations of words we could not make out. In order to write the words down accurately, I had to make sense of what they said. Sometimes it took several hearings or a question to find what was happening. The many repetitions and the ability to clarify words with questions allowed me to understand and write something I could not have grasped at first hearing without that scaffolding. I was delighted with myself when everything made sense and amazed that I could understand spoken Latin so well. In my traditional training in Latin, I had never been asked to listen to a passage and make sense of it without having it printed in front of me. The class then moved on to discuss and expand on the story with all of us contributing. This was made easier by having relevant vocabulary and constructions written down in front of us as a product of the dictation. This active use of language reinforced the vocabulary and constructions we had learned by writing. Now (over a year later), when I look back at what I wrote, I find I have retained the learning I appropriated by puzzling out how to write it and by using it in conversation and can read my written copy of the passage with comprehension (i.e. without recourse to English) very easily. I am sure that I could not have done this if presented with this passage before I took part in the activities in Lexington. This suggests the important role that interaction in Latin could play in helping UK university students to achieve the aim of reading with comprehension (see also section 6.1 for ways in which a communicative

approach can contribute to addressing issues highlighted in Chapter 4).

Topic-Based Sessions

As well as the taught sessions comprising games and communicative activities described above, *Tirones* took part in lessons that covered different conversational topics. In these sessions, we followed something akin to the oral/situational approach described for modern languages in section 2.4.5, and also consistent with a communicative teaching approach. Here, we were prepared for different real-life situations and conversations. For example, there were classes on greetings, the weather, and food. For these sessions, we had a variety of materials to help us to talk about the topics. Often these took the form of printed lists of vocabulary with English equivalents alongside with a short description in Latin of some aspect of the topic under discussion. For example, for the lesson on greetings, we had two paragraphs of Latin explaining how people of different status might greet each other in Latin. This included such useful phrases as '*salvitis*' (may you-plural [plural male or mixed gender] be well), '*quomodo te habes?*' (how are you) and '*optime me habeo*' (I am very well). I did not find the lists of Latin and English words very useful as there were sometimes too many to scan through to find what you wanted in time to answer a question. For me they also broke the Latin spell by encouraging translation into English rather than direct understanding of Latin. I much preferred the variants we had with pictures labelled with Latin words.

These sessions themselves were part of the scaffolding provided for newcomers to be able to function in the *conventiculum* community as they provided us with phrases that we would need in everyday informal interaction with each other outside the classroom. For beginner speakers this was extremely helpful and meant that from the first taught session on the Tuesday we were at least able to

greet each other confidently. As the week progressed, these sessions developed our ability to hold conversations about more varied topics relevant to our situation.

It was in one of these sessions (about travelling) that I first strongly experienced the sensation of understanding spoken Latin without interlingual translation. It was on the Sunday morning (the sixth day of continuous Latin). Our tutor, Milena Minkova, spoke Latin at a very rapid pace compared to most other leaders of



Figure 5.2 'Words going straight in!' / 'understand without translation.'

beginner sessions. When she began to speak, I thought that I would not have a chance of keeping up with her and indeed, I realised that I could not possibly translate at the speed required. However, I relaxed and listened and found, to my own great surprise, that I could take in what she was saying and know what it meant. I tried to capture the excitement of the

moment by annotating one of my worksheets (see Figure 5.2). I also quickly jotted down that it had been the speed of the spoken word which had made me abandon translation to find 'instant meaning' and that if spoken Latin could 'go in' without translation, the same might be possible for reading (Research Journal, p.17). Reflecting on the effect of the *conventiculum* on my own attitudes to reading on the evening of the same day, I wrote:

The thing is I do think I feel the shape of sentences better, particularly if I read them a few times, but the big thing is I expect them to make sense and am much less likely to shy away from them. [...] Each time I hear a word or construction used, it becomes increasingly layered with memories and meanings that will add to the experience of reading [...]. The language now has associations of affection and frustration and personal

experience in a way it never would have from a totally passive acquaintance.

(Research Journal, p.17).

Hoffman has noted the importance of such 'accumulated associations' in evoking meaning (1989, p. 106). I believe that my feel for the Latin language improved through building such associations. In addition, my confidence in my ability to understand written Latin grew as my ability to process spoken Latin developed and the subsequent change in my expectations of understanding what I read has been one of the major benefits of my experience at the Lexington *conventiculum*.

Informal Social Interaction

Outside of formal sessions, groups of students took meals and attended social gatherings together. There were several organised activities in the evenings as well as freedom to get together informally. There was then a good deal of opportunity for social interaction with a variety of ability levels so that we could each be assisted and assist others in the performance of Latin language communication. In these informal contexts the way in which interpersonal interaction with others leads to appropriation of language skills was evident, as long as there was sufficient help (scaffolding by, for example repetition or rephrasing in simpler language) available to make their performance accessible to less experienced participants (i.e. to let them perform language skills within their own ZPD).

Although I had initially supposed that undertaking interviews in Latin would be well outside my capabilities, by the sixth day of Latin speaking (Saturday), I was sufficiently confident to ask two other *Tirones* to record a discussion with me about our experiences at the *conventiculum*. This interaction prompted learning events that I later interpreted and analysed to investigate the explanatory value of SCT.

The extract in Appendix E.8 shows us negotiating and appropriating the meaning and active use of a Latin word (*didici* meaning 'I learned', the third person perfect tense of *disco*, I learn) and its principal parts. For me, this appropriation had begun on the previous day in a conversation that was not recorded. A friend from among the Tirones asked me '*Quid hodie didicisti?*' ('What did you learn today?'). I said I did not understand the word '*didicisti*' and my friend replied, '*disco, discere, didici ...*' (I learn, to learn, I have learned ...), reciting three of the four principal parts of the verb 'to learn'. At this point, I recognised '*disco*' as 'I learn' and saw the friend was giving principal parts so was able to passively understand '*didicisti*' as the perfect form: 'you have learned'. Here, my friend and I were incorporating previous rote learning (explained well by behaviourist learning theory) to enable us to successfully gain a shared understanding of the word '*didicisti*'. This demonstrates the value of traditional methods identified in Chapter 4 and the contribution they can make to learning in conjunction with a communicative approach.

The following day, I wanted to ask two other friends (here called *Dominicus* and *Claudius*) what they had learned. The transcript and analysis of the full conversation can be seen in Appendix E.8. It demonstrates how *Dominicus*, *Claudius*, *Lucius* and I helped each other towards understanding and correct use of the third principal part of '*disco*'. On the previous day, I had received assistance to understand the third principal part from another friend, and with some difficulty, was able to recall it the next day. I wanted to imitate the way the student had helped me by producing three principal parts, but I could not bring to mind the first principal part. *Dominicus* and *Claudius* helped me by finding this. I was then able to appropriate this for later use with *Lucius*. I then helped *Dominicus* and *Claudius* to recognise the third principal part and began to be able to use this with confidence myself (though still with occasional stumbles). When *Lucius* joined in, I was able to explain the form to him along with all three principal parts and he, in

turn, appropriated the third part and used it correctly later in the conversation. Both *Lucius* and I can be seen to have extended our capabilities by being taken into our ZPDs, to have imitated correct usage, and to have appropriated this for independent use. The transcript in Appendix E.8 shows the Latin language being used in an interaction where we participants were able to scaffold each other (with much patience) to learn new vocabulary and forms. Interaction was shown to lead to learning taking place in ways consistent with the concepts of scaffolding, appropriation and the ZPD from SCT.

A further short extract from a recorded informal conversation, this time between *Iulius*, *Fabia* and I, is shown below in Table 5.2. It is presented and analysed in the same way as Appendix E.8.

<p>Iulius: <i>obs ...</i> (hesitation) <i>...obstupesco, fortasse, de his qui</i> <i>possunt loqui optime (hunc hunc) hanc</i> <i>linguam.</i> I am amazed, perhaps, at those who can speak this language very well.</p>	<p>Here Iulius is self-correcting some small errors as he goes along. He is uncertain he has chosen the right word with 'obstupesco' (hence the 'perhaps') but the other words indicate understanding and conversation carries on.</p>
<p>Maria: <i>ita et ego</i> yes, me too</p>	<p>Confirming understanding and agreement</p>

<p>Iulius: [...] <i>creavit Terentius societatem aut (er) aut (er) nescio civitatem parvam (erm) hominum qui (em) qui, qui possunt loqui unum ad alterum. est experientia unica.</i></p> <p>Terentius has created a society or (er) or (er) I don't know, a small citizen body of people who (em) who, who can speak one to the other. It is a unique experiment (experience?).</p>	<p>Iulius is finding words to describe the <i>conventiculum</i> community and tries out 'societas', a society or fellowship and 'civitas', a group of citizens.</p>
<p>Maria: <i>ita et er nos in hoc civi civi civem</i> [Iulius: 'civitate'], <i>civitate.</i></p> <p>and we in this [...] group of citizens</p>	<p>Maria is trying to imitate Iulius' choice of word, but confuses it with <i>civis</i> (a citizen) and struggles to find the right ending. Iulius assists by supplying both, and Maria repeats the correct word.</p>
<p>Maria: <i>(er) benigni sunt</i></p> <p>er they are kind</p> <p>[Iulius: <i>sunt? (ah er) sunt?</i>]</p> <p>Iulius: they are? (ah er) they are?</p>	<p>Maria starts to try to say that we (the three in conversation) are fortunate, but uses 'sunt' instead of 'sumus' and because of Iulius not understanding, knows she needs to correct herself. She also remembers that <i>benigni</i> is 'kind', not 'fortunate'.</p>
<p><i>alii benigni sunt nobis</i></p> <p>The others are kind to us.</p>	<p>Maria now uses '<i>benigni</i>' correctly and clarifies with 'alii' that she is talking about the other participants.</p>

Iulius: <i>verum est, ita</i> It is true, yes	Signalling understanding and agreement
Maria: <i>possum ... pars societatis esse? et possumus?</i> Can I be part of the society? And can we?	Maria successfully imitates <i>Iulius'</i> earlier use of ' <i>societas</i> ' appropriating its active use.
[...] Iulius: <i>mea sententia, ita vero</i> In my opinion, yes really	Confirming understanding and agreement

Table 5.2 Conversation with interpretation of learning that is taking place

In this conversation, Iulius helps Maria (me) to use vocabulary that I would not have produced unaided (though I could understand it passively). I was, with prompting, able to use '*civitas*' and unaided to imitate the use of '*societas*'.

Throughout the conversation, Iulius and I confirm understanding and reinforce use of vocabulary of which the other may be unsure. This positive feedback helped us in appropriating confident active use of known vocabulary.

This section ends with a few remarks on my experiences of being corrected while speaking to other attendees outside formal sessions. While conversing socially, I felt that correcting others was not a polite or encouraging thing to do (unless they asked for help). I really disliked being corrected myself because, although I realised that the person correcting me meant well, it seemed that they valued accuracy in language over the meaning of what I wanted to say to them – an attitude strongly at odds with the underlying assumptions of CLT. After a few days, I began to avoid one person who regularly corrected me. If this had been a frequent habit among participants, I would have participated far less and lost much of the enjoyment of the experience. I feel that I would also probably have learned

much less. For me, the absence of corrective feedback was important in letting me gain the confidence to speak despite my awareness of my imperfections. It also meant that I became more confident in asking for help when I did not have the ability to say what I wanted. For example, when I wanted to tell someone that my phone was not working, I initially did this by saying '*non laborat*' which literally means 'it isn't working' in the sense of actively doing work or exerting itself. I knew this was not the appropriate word, but I also knew that the person I was talking to would realise what I meant because we shared an English language understanding of the word 'working'. We were able to co-construct meaning using that word even though we both knew it was not the correct Latin word. Later, we asked one of the *Peritiores* (in Latin) what we could use instead of '*laborat*' and he supplied '*fungitur*' (which means 'it works' in the sense of a machine functioning). This meant that, though my friend and I were never corrected, we were well motivated to correct ourselves, and able to do so through seeking help. These exchanges left a positive (and I believe long lasting) memory of learning that particular word, whereas if someone had corrected our '*laborat*', the memory left would have been one of our own inadequacy as imperfect Latin speakers. My perception of this episode echoes Firth and Wagoner's conceptualisation of language as a 'social phenomenon, acquired and used interactively' and not solely a 'cognitive phenomenon' (Firth & Wagner, 1997, p. 768).

Mixed Tirones and Peritiores Sessions

In the afternoons, *Tirones* were mixed with *Peritiores* in eight groups of about ten people (there were fewer and larger groups on the last day). A few weeks before the *conventiculum*, participants had been provided with a number of Latin texts to prepare in advance and these were sometimes used as a basis for conversation in these mixed sessions. Sometimes discussion was centred on a picture of some

topic from classical history or myth. On one occasion, each group prepared a small sketch for enactment in front of the whole gathering. *Tirones* and *Peritiores* discussed the prepared texts under the direction of a facilitator chosen by *Terentius* from among the most experienced participants. Beginners had the opportunity to listen to, and engage in conversation with, a group that included much more able speakers so they participated in more challenging activities than they had in the morning. The extra challenge was due to three factors. First, beginners encountered more advanced language, both in the texts studied and in the conversation between *Peritiores*. Second, because students were discussing the content and implications of the texts (not analysing vocabulary or grammar) the conversation itself was far more sophisticated than in the morning sessions where only very simple statements about, for example, weather or clothing were required. Finally, in the afternoons, the quality and amount of assistance received was very dependent on the skill of the facilitator and the sensitivity of the *Peritiores*, while in the morning, there was a good deal of pre-planned printed and verbal scaffolding available. Thus, every day, participants moved from a more sheltered environment with a good deal of assistance to a more challenging one with less formal assistance. Nonetheless, both situations provided opportunities to extend our capabilities by engaging with more advanced language users who might offer some degree of scaffolding to help us function at a higher level.

This section has described several examples of learning taking place through assisted performance in participants' ZPDs. However, I also experienced activities that did not lead to learning, but rather caused frustration and damaged confidence. One such experience took place at the first mixed *Tirones-Peritiores* session I attended. An extract from my daily journal describes the situation:

I had taken great care with preparing a piece of Ovid (one of my absolute

favourite authors) and was looking forward to discussing this with the mixed group of *Tirones* and *Peritiores*. The *dux* (leader) was clearly a very able Latinist and, when he read some lines, it was an absolute delight for me to hear the rhythm emerge naturally and to sense his pleasure in the poetry.

However, my journal goes on to explain that I could not follow the rapid speech and shared jokes of the others very well. Nor could I form sentences quickly enough to join in with the discussion that went on between the leader and the *Peritiores*. I wrote:

I read a few lines and explained one sentence in Latin and that was it for a full hour. [...] I felt marginalised and unvalued – a big come-down from the successes of the morning.

This experience led to a loss in confidence that was only reversed when other *Tirones* from different mixed groups said they had had similar experiences that afternoon. After giving feedback on this to one of the session leaders, I joined a different group for a few days where I found that mixed sessions were led in a way that made more concessions for the abilities of the *Tirones*. This shows that learners can take some responsibility for recognising when their learning situation is not conducive to them progressing and ask for help to bring tasks back into their ZPD. I was later able to return to, and actively participate with, groups facilitated by other leaders, including my original *dux*. In part, this was due to my becoming more attuned to conversational Latin, but I also think that, because of student feedback, group leaders had begun encouraging more participation accessible to beginner speakers. Sociocultural theory would cast light on my initial lack of learning by explaining that I had insufficient scaffolding to function at the level required of me, or that, rather than being kept in my ZPD, I was taken too far from

my own internalised capabilities to cope, even with the level of help provided.

Lectures

Another activity where I struggled to learn was in the evening lectures. These occurred after the final sessions on Thursday, Friday and Saturday. On each of these nights, one of the *Peritiores* gave a presentation about a topic of general interest. Two of these had related PowerPoint presentations. No interaction was required of the audience though questions were invited at the end. As with the daily briefings, these sessions presented an opportunity for all participants to practise listening comprehension skills while the speaker and those participating in questioning practiced language production. Some assistance was given to *Tirones* through the expressiveness of presenters' voices, gestures, body language etc. and by the accompanying slides. However, the level of ability required to follow these sessions was well above that of the briefings, taking effective participation outside the reach of the ZPD for some beginner speakers, including me. After one such session, my journal reads:

There were funny bits and some people laughed but I didn't get any of the jokes – I understood only about 5 percent of what he said, despite trying quite hard in small bursts. Again felt excluded and demotivated and learned nothing except perhaps the sound of Latin.

These experiences contrasted strongly with those described in previous sections. In terms of sociocultural theory, I was not able to perform the proposed task (comprehension of and engagement in a conversation, or comprehension of a lecture) despite the amount of scaffolding provided (a prepared Latin text or PowerPoint slides). Further scaffolding or simpler language use would have been required to bring the task within my own ZPD and enable me to perform tasks with appropriate help. While earlier in the day, I was performing well and with great

enthusiasm outside my unaided capabilities but within my ZPD, afternoon activities that could not be brought into my ZPD with the help available, left me frustrated and less confident. The opportunity for interaction with more capable others in itself is not sufficient to facilitate learning. This highlights the importance of keeping the learner within the ZPD by providing sufficient help and appropriate tasks to make successful performance attainable. Sociocultural theory can thus help guide pedagogy making teachers and learners aware of the importance of accessible activities and adequate help to promote learning and maintain motivation.

I do not, however, want to suggest that these more advanced activities at Lexington were without value. More able participants certainly took pleasure in them and found plenty of opportunities for learning from both the content and the language. In addition, attendance at lectures and question sessions was optional and I did chose not to attend some sessions to avoid frustration.

Other Activities

There were a number of other activities at Lexington that provided opportunities for learning. For example, there was a Roman dinner where participants conversed while sharing food replicating as closely as possible what is known of ancient ingredients and recipes. On another evening we sang popular (English) songs translated into Latin. On the final day there were performances of short plays written and enacted by the *Peritiores* as well as one by the children. (*Tirones* did not produce plays.) Finally, the *conventiculum* formally closed at 2:30pm on Monday 28th July. At this point, the promise to speak Latin came to an end and we could use our own languages again. However, a restaurant meal was arranged that evening for those who were staying in Lexington overnight. At this meal (for about 20 people), many of the participants, myself included, chose to continue to converse in Latin, prolonging the enjoyment of the experience and the opportunity

to learn more. This highlights the genuine pleasure we found in speaking Latin that week and the intrinsic motivation participants felt to continue to study outside the allotted time.

Examples of Learning across Different Activities

Although I have so far considered learning taking place in particular contexts, some new aspects of language were appropriated cumulatively through participation in a number of different activities. One example of this was the language used for greeting each other. Most participants were initially familiar with the first person singular imperative, ‘*salve*’ (literally ‘be well’ singular) and ‘*salvete*’ (plural equivalent). However, as I mentioned above, during the session on the first morning when all participants introduced themselves to the group, some participants used instead the unfamiliar ‘*salvi sitis*’ (may you [plural male or mixed gender] be safe / well). I could deduce its meaning and memorised it, but when it came to my turn to speak, I resorted instead to the more familiar ‘*salvete, omnes*’ (be well all of you [plural male or mixed gender]). I had understood the new phrase, but not yet appropriated it for active use. Then later on the same morning, the first topic-driven *Tirones* session took place. Here we read a short passage about how people should be greeted, including when to use variants of ‘*salvi sitis*’, such as ‘*salva sis*’ to a girl or woman, ‘*salvus sis*’ to a boy or man, and ‘*salvae sitis*’, to more than one woman. My group then rehearsed using these greetings among ourselves. When class ended and we met other *Tirones* (who had had the same lesson with another leader) or *Peritiores*, variants of the greeting were heard very frequently, and, as the week progressed, became a commonplace for all participants. Through having frequent opportunities to imitate and practise this greeting and choice of the correct variant, it was appropriated for independent production by those for whom it was new. Several other phrases were learned in

similar ways. *Maria*, *Fabia* and *Iulius* extemporised a short list during the recorded Latin conversation transcribed in Table 5.3. This is set out with comments interpreting content using the same conventions as Appendix E.8.

Maria: <i>volo Terentium Britanniam ferre</i> <i>(laughing)</i> (I want to bring Terentius to Britain)	
Fabia: <i>bonum consilium est</i> (It is a good plan)	
Maria: <i>gratias ... volo [...] haec verba</i> <i>[...] (erm) 'bonum consilium' ...</i> (Thank you. I want these words ' <i>bonum consilium</i> ')	Maria has been wanting to say 'good idea' on a few occasions during the week and is pleased to now have this phrase.

Iulius and Fabia echoing each other: <i>bonum consilium [...]</i> (Good plan / idea) <i>plus minusve</i> (More or less) <i>nisi fallor</i> (Unless I am mistaken) <i>id est ...</i> (That is ...) <i>sententia mea</i> (In my opinion) <i>videtur mihi</i> (It seems to me) <i>Consentio</i> (I agree)	Laughing, Iulius and Fabia build a list of conversational phrases that have been in such frequent use that they have become commonplace. These have all been internalised through their use in multiple interactions throughout the week.
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Table 5.3 Conversation listing useful phrases learned at the conventiculum

Some of these phrases use grammar that I would once have thought quite specialised. There is for example the deponent verb *fallor* (I make a mistake) that has active sense but passive form. In addition, an ablative of specification, *sententia mea* (in my opinion), that ‘denotes that in respect to which anything is or is done’ (Allen & Greenough, 1903, p. 418) but these obscure sorts of knowledge became irrelevant once I could confidently use the words to express meaning. That move from arcane theoretical knowledge to active use for interaction with others was one of the most startling experiences of the *conventiculum* for me.

I also noticed that certain frequently used phrases, for example *placet mihi* (I like), *mihi necesse est* (I need to) could be used without conscious thought about the language. Such constructions were also a tremendously useful way of avoiding having to conjugate other verbs as they take infinitive forms (for example, *mihi necesse est dormire* (I have to sleep) avoids the need to find a particular form of *dormio* to express a future action. This made conversation at normal speed much easier for me. The subjunctive mood used to express wishes (e.g. *velim* – ‘I would like’ or *salva sis* – ‘may you [feminine singular] be well’) also became very natural, whereas I would have been conscious and careful in forming a subjunctive expression before the *conventiculum*. The frequent requirement for this mood in conversation for, among other things, conditional phrases highlighted my own reliance on following a set of fairly complicated rules to both construct and understand such usage. Though this reliance was only really reduced for simple wishes during the *conventiculum*, I believe that with a longer stay, use of more complex constructions would also have required less thought both in formation and interpretation.

Effect on Reading

In terms of my own perceptions of the effect of CLT and extended social interaction on my own ability to read ancient texts, the most noticeable difference has been in my ability to scan a piece of reasonably difficult, authentic Latin and to have a grasp of the flow of the sentence, even though I might not understand it completely. That is, I have a feeling for the prosody of the Latin, the way it would be said aloud to express meaning, and an intuitive grasp of the kind of thing it is expressing. For example, that something was happening to someone while something else was going on. Before the *conventiculum*, I had often looked at Latin texts and shied away from reading them at all because I had no expectation

of making meaning from them without first parsing every word and possibly looking at a translation too. Like Campbell (1988), and Oliver in the 2013 OU *ab initio* Latin cohort I did not believe it would be possible for me to read Latin with comprehension. My own Latin training had been deeply grounded in grammar and translation and that was the only way I could imagine of extracting meaning from a text. My newly developed feel for prosody demonstrates that it is possible to progress towards reading with comprehension through experiencing a communicative approach. This finding suggests that UK university students aspiring to developing their reading skills could benefit from similar experience.

The *conventiculum* also changed my attitude to the Latin language. I moved from considering it as an object of study to seeing it as a language that could work as a means of interaction with others (and with texts). Although I was aware that Latin had functioned as a working language in a variety of contexts, I had never experienced or really considered it as a working language that I might use. The *conventiculum* made me believe that it would be possible for me to learn to understand and speak Latin in the same way (and with similar competence) as any other modern foreign language. Although classical Latin lacks some words needed for everyday conversation, there is an online lexicon that provides many neologisms that make it possible to refer to modern concepts (Morgan & Owens, 2015). My new perception of Latin as a means of interaction rather than an object of study echoes the shift from viewing language as a cognitive phenomenon to a social one described in section 2.3.5. Findings from this section and their relationship with previous scholarship will be discussed further in section 5.2.

5.1.2 Pre and Post-*conventiculum* Reading Exercises

This thesis now turns to the analysis of data collected during pre and post-*conventiculum* reading exercises. These were designed to cast light on participant

‘reading with comprehension’ and ‘reading with engagement’ as defined in section 2.5.2. The design of the exercises and the rationale for analysis are described in section 3.4.3.

Time Spent Reading

Participants were asked to indicate how long they had spent reading the text. They were allowed a maximum of 15 minutes. This measure was gathered because reading speed is an indicator of automatic processing of text and contributes to reading fluency, which in turn contributes to reading with comprehension (Kuhn et al., 2010, pp. 231, 237) (see also section 2.5.1). I therefore anticipated that time spent reading would give an indication of how easy participants found it to make meaning from the text and that reduction in reading time could be taken as evidence of improvement in reading with comprehension. Results can be seen in Table 5.4.

Participant	Years of studying Latin	Time for Pre- <i>conventiculum</i> exercise	Time for Post- <i>conventiculum</i> exercise	Decrease in reading time
Dominicus	3	12	10	2
Diana	7	10	10	0
Claudius	8	15	15	0
Eduardus	15	15	8	7
Iulius	15+	7	12	-5
Fabia	21	9	8	1

Table 5.4 Time taken to read pre and post-conventiculum texts

Looking first at the differences in reading time with years of studying Latin (rather than before and after the *conventiculum*), the table shows that there was no general tendency for reading time to decrease. Since it might be expected that the more experienced Latinists would be more fluent (and therefore faster) readers

(assuming more practice would increase reading speed however they had learned), this measure does not look promising as an indicator of reading fluency nor of reading with comprehension. However, since the participants were not asked to read quickly and were given a maximum time of 15 minutes to read, they may have adopted different strategies for the task. For example, *Claudius* may have decided to use all the available time to optimise their performance.

Looking at times before and after the *conventiculum*, three participants did complete their reading faster after it, but no firm conclusion can be inferred from this as the before and after reading exercises did not take place under the same conditions (see section 3.4.3 Reading Exercises). Having to share a dictionary in the first exercise may well have increased reading time. *Iulius* did work under the same conditions in both exercises (alone with the materials in his hostel room) but he found the vocabulary in the second exercise much more difficult and this could well account for the increase in his reading time.

All in all, this measure as implemented in Lexington does not allow inference about any change in reading fluency. However, the measure could be explored again with better matched texts, unlimited time allotted to eliminate the possibility of participants wanting to use all the time available, and uniform conditions and materials before and after exposure to a communicative Latin teaching approach.

Analysis of Drawings and Reading Exercise Responses

Participants were asked to draw a picture of the scene described in the relevant text (one before and one after the *conventiculum*). There was no time limit for completion of this task. Drawings were to be assessed as indicating reading fluency (a component of reading comprehension) through their accuracy, and to indicate engagement with the text through the prominence of the spring and the pool that feature as central items in respective texts. Translations of the passages

are given below, with items that are present highlighted in **green**, and items absent in **red**. Latin texts can be seen in Appendix E.5.

Pre-conventiculum Passage	Post-conventiculum Passage
<p>There was a clear spring, made silver by its glittering waves, which neither shepherds nor mountain-pastured sheep nor other cattle had touched, which no bird nor wild beast nor branch fallen from a tree had disturbed. There was grass around it which the moisture nearby nurtured and the wood will permit the place to be warmed by no sun.</p>	<p>Here he saw a pool with shining water right to its deepest floor. Not here were there swamp reeds nor barren swamp grass nor sharp spikes of rushes: it is crystal liquid, but the borders of the pool are wrapped round with living turf, and with grass (or herbage) which is always green.</p>

Table 5.5 Translations of texts showing items present (green) and absent (red)

Accuracy

The accuracy mark was calculated by giving one mark for each item correctly present in the drawing (indicated here in green) and one mark for each red item which was absent (or indicated to be absent from the drawing by crossing out etc.). The total marks possible for the pre-conventiculum passage were 12 (6 present, 6 absent) and for the post-conventiculum passage 10 (6 present, 4 absent). Where very similar items were included in the passage (e.g. shining water and crystal liquid), both marks were given for the same item. The total mark is shown below each image. Six pairs of drawings and their accuracy marks are shown below. Participants are listed in ascending order of the number of years for which they have each studied Latin. The three most experienced Latinists (*Eduardus*, *Iulius* and *Fabia*) are all Latin teachers.



Pre-conventiculum				Post-conventiculum			
							
Present		Absent		Present		Absent	
Font	✓	Shepherd	✓	Person	✗	Swamp reeds	✓
Waves	✓	Sheep	✓	Pool	✓	Swamp grass	✓
Grass around	✓	Cattle	✓	Clear water	✓	Rush spikes	?
Moisture	✗	Bird	✓	Crystal liquid	✓		
Wood	✓	Wild beast	✓	Living turf	✓		
Sun	✗	Branch	✓	Green grass	✓		
Total: 10/12 (83%)				Total: 7/9 (78%)			

Figure 5.3 Reading Exercises: Dominicus – 3 years' Latin

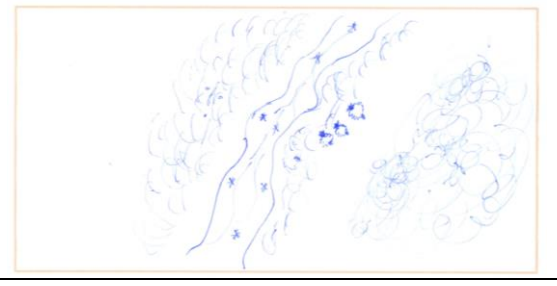
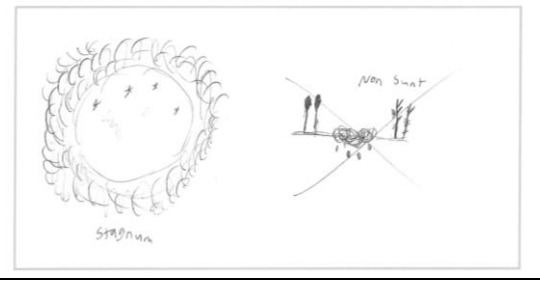
Pre-conventiculum				Post-conventiculum			
							
Present		Absent		Present		Absent	
Font	✓	Shepherd	✓	Person	✗	Swamp reeds	✓
Waves	✓	Sheep	?	Pool	✓	Swamp grass	✓
Grass around	✓	Cattle	✓	Clear water	✓	Rush spikes	✓
Moisture	✗	Bird	✓	Crystal liquid	✓		
Wood	✓	Wild beast	✓	Living turf	✓		
Sun	✗	Branch	✓	Green grass	✓		
Total: 9/12 (75%)				Total: 8/9 (89%)			

Figure 5.4 Reading Exercises: Diana – 7 years' Latin

Pre-conventiculum

Post-conventiculum

Present		Absent	
Font	✓	Shepherd	✗
Waves	✗	Sheep	✗
Grass around	✓	Cattle	✗
Moisture	✗	Bird	✗
Wood	✗	Wild beast	✓
Sun	✗	Branch	✓
Total: 4/12 (33%)			

Present		Absent	
Person	✓	Swamp reeds	✓
Pool	✓	Swamp grass	✓
Clear water	✓	Rush spikes	✓
Crystal liquid	✓		
Living turf	✓		
Green grass	✓		
Total: 9/9 (100%)			

Figure 5.5 Reading Exercises: Claudius – 8 years' Latin

Pre-conventiculum

Post-conventiculum

Present		Absent	
Font	✓	Shepherd	✓
Waves	✗	Sheep	✓
Grass around	✓	Cattle	✓
Moisture	✗	Bird	✓
Wood	✓	Wild beast	✓
Sun	✓	Branch	✓
Total: 10/12 (83%)			

Present		Absent	
Person	✓	Swamp reeds	✓
Pool	✓	Swamp grass	✓
Clear water	✓	Rush spikes	✓
Crystal liquid	✓		
Living turf	✓		
Green grass	✓		
Total: 9/9 (100%)			

Figure 5.6 Reading Exercises: Eduardus – 15 years' Latin



Pre-conventiculum				Post-conventiculum			
							
Present		Absent		Present		Absent	
Font	✓	Shepherd	✓	Person	✗	Swamp reeds	✓
Waves	✓	Sheep	✓	Pool	✓	Swamp grass	✓
Grass around	✓	Cattle	✓	Clear water	✓	Rush spikes	✓
Moisture	✗	Bird	✓	Crystal liquid	✓		
Wood	✓	Wild beast	✓	Living turf	✓		
Sun	✗	Branch	✓	Green grass	✓		
Total: 10/12 (75%)				Total: 8/9 (89%)			

Figure 5.7 Reading Exercises: Iulius – 15+ years' Latin



Pre-conventiculum				Post-conventiculum			
							
Present		Absent		Present		Absent	
Font	✓	Shepherd	✓	Person	✓	Swamp reeds	✓
Waves	✗	Sheep	✓	Pool	✓	Swamp grass	✓
Grass around	✓	Cattle	✓	Clear water	✓	Rush spikes	✓
Moisture	✗	Bird	✓	Crystal liquid	✓		
Wood	✓	Wild beast	✓	Living turf	✓		
Sun	✗	Branch	✓	Green grass	✓		
Total: 9/12 (75%)				Total: 9/9 (100%)			

Figure 5.8 Reading Exercises: Fabia – 21 years' Latin

The accuracy marks along with the number of years for which participants had studied Latin can be seen in Table 5.6. Participants are ordered by years studying

Latin.

Student	Years studying Latin	Pre-conventiculum	Post-conventiculum
1 Dominicus	3	10/12 (83%)	7/9 (78%)
2 Diana	7	9/12 (75%)	8/9 (89%)
3 Claudius	8	4/12 (33%)	9/9 (100%)
4 Eduardus	15	10/12 (83%)	9/9 (100%)
5 Iulius	15+	10/12 (75%)	8/9 (89%)
6 Fabia	21	9/12 (75%)	9/9 (100%)

Table 5.6 Beginner speaker items correctly present or absent

First, it should be noted that the marking of these exercises was prone to subjective judgements. For example, in *Diana's* first picture, it was difficult to decide exactly what had been represented and whether, for example, the three shapes to the right of the stream were sheep. Also, because of the way *Eduardus* had drawn the font with a cylindrical surround, it was not possible to see whether he envisioned waves. In *Iulius'* first diagram, full marks have been awarded for the absence of the sheep, cattle, birds and branch because they have been shown to the right of a 'stop' sign. The necessity for such judgements makes the test unreliable as a measure of the accuracy of interpreting the text. In addition, since the participants were asked not to look back at the text while drawing, the results would be influenced not only by reading accuracy but also by ability to remember. Setting aside these problems, the marks do show increased accuracy for almost all participants despite the difficult vocabulary of the *post-conventiculum* text. The most notable change was achieved by Claudius, whose understanding of the vocabulary and of negation in the texts was dramatically better in the second exercise though he attributed this to access to a different dictionary (see also Claudius' comment in the section 'The Experience of Reading and Drawing'). In addition, there does not seem to be any tendency for the most experienced Latinists to score better than those relatively new to its study, casting some doubt

upon the test's sensitivity to changes in ability to accurately interpret a text. It would perhaps be unrealistic in any case to expect a demonstrable increase in accuracy after one week of speaking Latin, especially since the vocabulary used in the texts was not the language of everyday Latin in Lexington.

Prominence of Central Features of the Passages

As can be seen from the translations above, the first passage has as its central feature a font and the second, a pool. Other items, present or absent, have their locations described relative to this feature. (Both the spring and the pool also play a central role in the stories from which they are drawn – the spring from the story of *Narcissus and Echo*, and the pool from *Salmacis and Hermaphroditus*). To determine whether participants have sensed the importance of the font and the pool, the study now turns to their prominence within the pictures. The central feature has been circled in green in each picture Figure 5.9. For contrast, absent items (if shown) are circled in red.

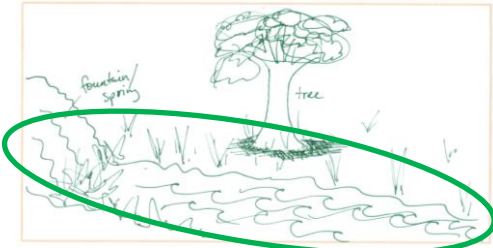


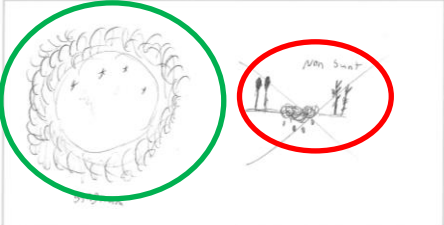
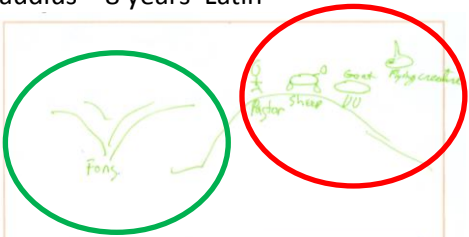
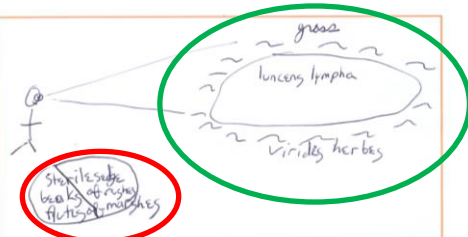

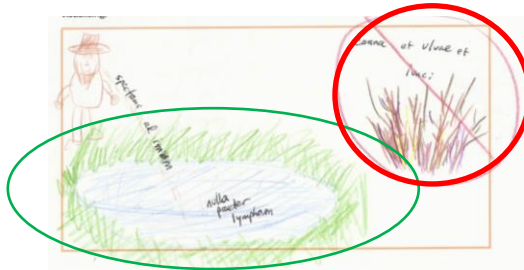
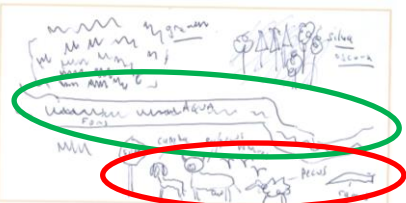
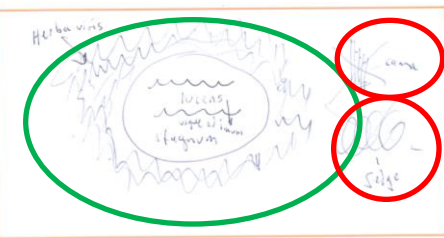
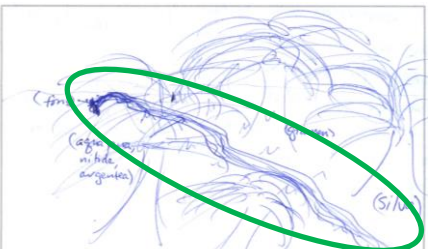
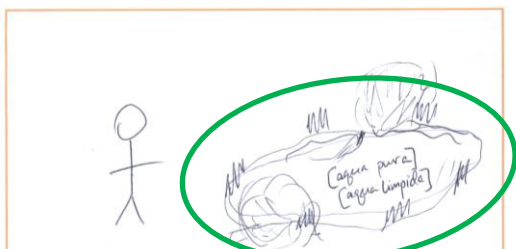
Pre-conventiculum	Post-conventiculum
<p>1 Dominicus – 3 years' Latin</p> 	
<p>2 Diana – 7 years' Latin</p> 	
<p>3 Claudius – 8 years' Latin</p> 	
<p>4 Eduardus – 15 years' Latin</p> 	
<p>5 Iulius 15+ years' Latin</p> 	
<p>6 Fabia – 21 years' Latin</p> 	

Figure 5.9 Prominence of spring and pool

Again, little difference can be seen between pre and post-conventiculum pictures in terms of the prominence of the font or pool, nor in its importance relative to the absent items. The only exception to this is Claudius, whose focus on the pond (in

terms of size and detail) is much closer in the second picture than on the font in the first, showing that his appreciation of its centrality is much more evident after the *conventiculum*. The relative prominence of the absent items in Claudius first picture may in part be due to the fact that he believes they are present (see Claudius description of the scene in section Table 5.8), so that this aspect of his drawings does show greater accuracy in his comprehension of the second text.

Language Used to Label Items

To investigate any tendency to think of the passage in Latin rather than through an English translation, lists of labels were compiled in Table 5.7. Latin labels are italicised and coloured in blue for ease of comparison.

Student	Years studying Latin	Pre-conventiculum	Post-conventiculum
1 <i>Dominicus</i>	3	fountain/spring, tree	plants, pool, sod
2 <i>Diana</i>	7	None	<i>stagnum, non sunt</i>
3 <i>Claudius</i>	8	<i>fons, pastor</i> , sheep, goat, flying creature	<i>lucens lympa, virides herbes</i> , grass, sterile sedge, beaks of rushes, flutes of marshes
4 <i>Eduardus</i>	15	<i>sol, silva, fons, non sole temercere, gramen, ramus, pastor capellae, capella, mons, fera</i>	<i>canna et ulvae et iunci, spectans ad imum, nulla praeter lympham</i>
5 <i>Iulius</i>	15+	<i>fons, aqua pura, nitide, argentea, gramen, silva</i>	<i>aqua pura, aqua limpida</i>
6 <i>Fabia</i>	21	<i>gramen, silva obscura, aqua, fons, siste, capella, bos/pecus, volucres, pecus, ramus</i>	<i>herba viris, lucens usque ad imum stagnum, canna, sedge</i>

Table 5.7 Latin used in labelling pictures

Where language from the passage is used this indicates vocabulary transfer as participants were not permitted to look back at the original text, but had to rely on what they remembered both for the drawing and the labelling. In the labelling of two of the beginner speakers, Diana and Claudius, there is a suggestion of

progress towards finding meaning in the Latin itself without interlingual translations. Diana (who had no labels in her first drawing) used two Latin labels after the *conventiculum*. For one of these, she did not simply echo the text but imitated and transformed the use of the word '*stagni*' in the text changing it from genitive to nominative, '*stagnum*', for use as a label, a transformation which would not need to be made in her native language. The other label, '*non sunt*' (there are not) did not occur explicitly in the passage ('*sunt*' was omitted but implied). This may mean Diana was, to some extent, using Latin rather than English in framing her thoughts about the picture.

Claudius had a mixture of Latin and English labels in both pictures, but, whereas, in the first, he used single-noun, Latin labels, in the second, he produced noun-adjective pairs '*lucens lympa*' and '*virides herbes*' (correct form would be '*viridia herba*'). In the first of these, the words from which '*lucens*' and '*lympa*' are formed appeared quite separately from each other in the text: '*lucentis [ad imum usque solum] lymphae*' but Claudius has recognised that they belong together and used both (making them nominative as labels) to give a more vivid description than the bare nouns of the first image. He has produced the label '*virides herbes*' by replacing the participle '*virentibus*' (being green) with an adjective of similar meaning '*virides*' (green), so that he is using slightly different vocabulary in Latin to convey the same meaning. He is not simply echoing the text but interpreting it in Latin.

For the more experienced Latinists, *Eduardus*, *Iulius* and *Fabia*, the use of labels is in general more frequent and all except one of the labels used is in Latin (*Iulius* used the word 'sedge' which was unfamiliar to him in both its Latin (*ulva*) and English forms). The language is frequently transformed from the case it has in the passage and the phrases '*pastor capellae*' (a herder of goats), '*aqua limpida*'

(clear water), '*silva obscura*' (dark wood), and '*lucens usque ad imum stagnum*' (a pool being clear right to the bottom) are all original phrases, which nonetheless describe items in the text. For these three participants, there are slightly fewer Latin labels for the second image, but this is not unexpected as there were fewer items mentioned in the text (nine as opposed to 12). It seems that longer experience of Latin study (without spoken Latin) may in itself lead to greater facility in interpreting a text without recourse to English (or any other native language).

While the study cannot yet claim conclusively that active interaction in Latin leads to greater ability to engage with the text without translation, there are signs in the work of two of the beginner speakers that this hypothesis is worth further investigation. In addition, investigation of the labelling in these pictures has cast some light on the participants' ability and inclination to think in Latin rather than English and is therefore a very promising methodological avenue for further exploration.

Description of the Scene

After making their drawings, participants were asked, while still not looking back at the text, to 'describe the scene as you envision it'. Participants' descriptions of the scenes (written in English) are listed in Table 5.8. The descriptions are analysed for accuracy to give an indication of this aspect of reading fluency and to provide a complement to the pictures in clarifying the meaning that participants created from the texts as pictures are sometimes difficult to interpret. In addition, elements of the description constructed from the text and the reader's own life experiences and reading beyond what is explicitly mentioned in the text are considered to indicate reading with engagement. Different aspects of the analysis are indicated with different colours in Table 5.8. Portions that accurately describe the text are coloured green, parts that are misinterpretations of the text are red, and parts

where **imagination or interpretation** has gone beyond what is given in the text but remained consistent with it are blue.

Pre-conventiculum	Post-conventiculum
<p><i>Dominicus</i> – 3 years' Latin</p> <p>I envision a huge, flowing spring near a single tree and a grassy area. For some reason, the fountain is so free-flowing/fast that no animals – goats, birds, sheep, etc. are able to drink from it.</p>	<p>I imagine a peaceful, quiet place in nature, perhaps in a forest or in the mountains. In a clearing, there is a clean, calm pond surrounded by green sod / fresh, healthy plants.</p>
<p><i>Diana</i> – 7 years' Latin</p> <p>A very peaceful very beautiful spring in the middle of a field, possibly where a shepherd has led his flock (it didn't specify, but it said 'no other herds').</p>	<p>A still pond of water that is clear and not as swampy as most still waters.</p>
<p><i>Claudius</i> – 8 years' Latin</p> <p>There is a hill on which there are sheppards (sic), sheep and goats and birds – all not touching each other. Beside the hill there is a fountain.</p>	<p>A man looks at a shining lake which is surrounded by grass and herbs. This lake is unique and the inmost one. Here there are no flutes of marshes, sedge or beaks of thrushes (sic).</p>

Pre-conventiculum	Post-conventiculum
<p><i>Eduardus</i> – 15 years' Latin</p> <p>There is a fountain with shimmering, silvery waters, untouched by wild animals, not visited by herdsmen or goatherds, uncontaminated by falling branches, with grass around it, surrounded by woods so the sun cannot make it grow too warm.</p>	<p>Someone is looking at a small lake which has nothing but clear, shining water all the way to its bottom. There are no brown, sharp reeds or rushes, but the lake is surrounded at the top by green, lush grass.</p>
<p><i>Iulius</i> 15+ years' Latin</p> <p>I imagine a silvery spring flowing slowly, untouched by animals who are in the vicinity. The grass on the banks is healthy thanks to the water; There's a forest nearby but no sun (?) [question mark is participant's]</p>	<p>Someone (Hic – a male or Hic in this place) sees a clear pool/pond/lake or water; so clear that he (?) can see all the way to the bottom of the pool.</p> <p>Healthy green grass grows all around this body of water. No sterile reeds or other dried up plants are there to be seen. All is clear ...</p>
<p><i>Fabia</i> – 21 years' Latin</p> <p>This passage is one of purity – the ideal snapshot of nature unsullied by anything which may pollute it in any way: no shepherds or flocks with wild birds, nothing of the animal world. With this purity comes a sense of comfort, primarily through the coolness provided by the shade of the trees.</p>	<p>Someone is looking at a clear and undisturbed pool – there are no harmful plants or bushes surrounding it (or things unpleasant to see) and green thriving grasses surround the water.</p>

Table 5.8 Participant descriptions of each scene

Looking through these entries from top to bottom and considering first any progression seen in relation to number of years of Latin experience, it is clear that, in contrast with the accuracy demonstrated in the pictures, here there is evidence of progression towards increased accuracy with greater experience. We see few, if any, misinterpretations in the descriptions written by the more experienced Latinists, *Eduardus*, *Iulius* and *Fabia*. The contrast with findings from the pictures may be a result of the written descriptions making clearer what was in the mind of the reader. This may be particularly relevant where participants are not confident of their drawing skills. For example, in relation to the first text, the pictures did not reveal that *Dominicus* thought that the animals were present but unable to drink, nor that Diana believed a shepherd had perhaps led his flock there. Their written descriptions made their understanding of the text much clearer than their drawings alone.

In terms of extending and interpreting the scene through the imagination, this does not show such a clear progression. Diana, for example has interpreted the scene of the first text as very peaceful and made comparison of the pond in the second text with those she has seen in her own experience. Meanwhile, the more experienced *Eduardus* has represented with complete accuracy the content of both texts but adhered closely to what was required in the rubric of the exercise added nothing in the way of imagination or personal experience. However, *Fabia*, the most experienced Latinist of the group has given her interpretation of the first text in a way which seeks to go beyond the objects to the essence of the passage. She finds there purity, absence of pollution and the exclusion of anything animal. She almost places herself in the scene as she senses comfort and coolness in the shade. The variation shown between these three participants in their degree of imaginative engagement and their years of experience does not suggest that one necessarily increases with the other. Perhaps other factors, such as a strong

desire to comply closely with the instructions given or some aspects of personality are at work.

Now looking from left to right to find progression between the first and second texts, it is evident that both *Dominicus* and *Claudia* make fewer (in fact no) misinterpretations in the second passage. In addition, *Dominicus* seems to engage more imaginatively with the second scene, appreciating its peacefulness and suggesting where it might be located. Little progression towards imaginative interpretation can be seen among the other participants. *Iulius* and *Fabia* show less imagination in describing the second text, perhaps because the vocabulary for it was more challenging (see also ‘The Experience of Reading and Drawing’, below). Though no firm general conclusion on the effects of the *conventiculum* can be drawn here, evidence of greater imaginative engagement with the texts can be seen in the two most experienced Latinists and there is evidence of some shift towards this for *Dominicus*. Both he and *Diana* also seem to have improved their accuracy of interpretation, despite the increased difficulty of the vocabulary in the second passage.

Emotions Aroused by the Texts

In order to assess reading with engagement, participants were asked ‘What emotions (if any) did the passage arouse?’ The evocation of emotions was interpreted as indicating connection of the text with reader’s lived experience leading to reading with engagement. Participants were allowed to look back at the text while answering. Responses, which were written in English, are listed in full in Table 5.9.

Student	Years of Latin	Pre-conventiculum	Post-conventiculum
<i>Dominicus</i>	3	Wonder/surprise	Tranquillity
<i>Diana</i>	7	It felt very idyllic	Seems solitary – sounds like it would look cool
<i>Claudius</i>	8	Peace	[left blank]
<i>Eduardus</i>	15	I would love to be there. I felt joy and appreciation for the beauty of the place.	I have seen water like this before, and the passage evokes a nostalgia for that extremely clear and pure looking water.
<i>Iulius</i>	15+	The passage puts me in a peaceful place alone with nature. The lack of sun seems ominous though. What am I missing?	I sense awareness of the sharp division between light and dark, life and death. I feel calm and aware of being alive yet alone.
<i>Fabia</i>	21	Were I not to violate this place (<i>locum</i>) by my very presence, I would like to spend time there luxuriating in the natural splendour provided.	Calmness

Table 5.9 Emotions aroused by each passage

It is evident that, with the exception of *Fabia*, in the second text the more experienced participants who were also teachers, *Eduardus*, *Fabia* and *Iulius*, wrote more about their emotions. It is also very noticeable that each of them, in describing their emotions, explicitly placed themselves in the scene about which they were reading, indicating a close personal engagement with the text. In relation to the second text, Eduardus too made a connection between the scene and his own world experience, evoking a longing to see the sort of water described.

Though I had not expected participants to look beyond engagement with the purity

and beauty of the two scenes, identified by several participants, it is illuminating to look at three of the comments in the light of these scenes belonging to the trope of '*locus amoenus*' (delightful place). Of these, Hinds claims:

Inasmuch as the ideal landscape pattern functions in the *Metamorphoses* as a recurrent setting for episodes of erotic desire and violence, such scapes come to provide a narratological 'cue' for such action' (2002, p. 131).

Such violence certainly occurs following the description of the second passage when Hermaphroditus, diving into the pool, is overwhelmed by and merges with Salmacis (*Met* 4.346-388), and, following shortly after the first passage, Narcissus, captivated by a burning desire for his own reflection in the spring, dies, and is replaced by a flower (*Met* 3.474-510).

Remarkably, despite giving no indication of recognising the texts nor of being alerted to the significance of the '*locus amoenus*' in the *Metamorphoses*, *Iulius* sensed something 'ominous' which he could not identify in the first text and was prompted to think of the sharp division between life and death by the second.

Fabia too recognised the potential for the place to be violated by a human presence (in this case, her own). These two seem to have intuitively grasped the potential for a more sinister side to these places.

Among the less experienced Latinists, Diana almost places herself in the scene too, writing about how it 'felt' and how it 'would look', while *Dominicus* and *Claudius* confine themselves to listing emotions without reference to themselves. It seems then, that, in this small group, the more experienced Latinists engaged more closely with the texts. However, there is little evidence of a progression to closer engagement after the *conventiculum* than before it for any of these participants. Since the three most experienced participants have spent many years

studying Latin, they might not show much progress in engagement with texts with just one week of speaking Latin. In addition, as previously mentioned, conditions under which pre- and post-*conventiculum* reading exercises were undertaken, along with the differences in difficulty levels of the texts may have masked any progress made.

The Experience of Reading and Drawing

Finally, participants were asked to write a brief description in English of their experience of reading and drawing (they were permitted to look back at the text for this part). Participants' responses are listed in Table 5.10. The need to **look up vocabulary** is marked in green text. Remarks indicating pleasure, which relates to engagement with the text, are marked in **red**. Comments about ease and difficulty, which relate to reading with comprehension, are in **blue**.

Pre-conventiculum	Post-conventiculum
<p><i>Dominicus</i> – 3 years' Latin</p> <p>I needed to look up a lot of nouns in the text and some verbs. I had to choose to exclude a lot of things because the passage said there were 'none' of several things. This was partly enjoyable and partly frustrating that I just didn't know so much vocabulary.</p>	<p>There were still lots of nouns that I was unfamiliar with, but I had my dictionary handy! I had to decide what was in the scene and what was not (aka marsh/reeds). This was not very difficult.</p>

Pre-conventiculum	Post-conventiculum
<p><i>Diana</i> – 7 years' Latin</p> <p>There were quite a few vocab words I had to look up</p> <p>The phrasing itself took me more than one glance to figure out but it was pretty simple.</p> <p>I wasn't totally sure about the last line</p> <p>I remember feeling excited when I understood certain phrases.</p>	<p>There were a lot of vocab words I didn't know, so I didn't understand it the first time through, but once I looked them up I found I didn't have to re-translate the passage, I could just re-read it ... if that makes sense.</p>
<p><i>Claudius</i> – 8 years' Latin</p> <p>I looked up vocab words; I am not very good with sight reading.</p> <p>I drew the picture as I understood it.</p> <p>It was difficult but I enjoyed the challenge.</p> <p>I should probably do this more often.</p>	<p>I looked up words on William Whitaker's Words [an online Latin dictionary]. Sometimes it was hard to tell which word the poet was using.</p> <p>The passage was a little difficult but I felt more confident [I] understood the passage more than the first one.</p> <p>However, I think that was more due to WWW than the <i>conventiculum</i>.</p>

Pre-conventiculum	Post-conventiculum
<p><i>Eduardus</i> – 15 years' Latin</p> <p>I found this very enjoyable. I needed to check a few vocabulary words. The fact that the passage began by describing what was not in the location made me have to read more carefully. I did not find it overly difficult, but the fear always remains that I've done it all wrong. I tried to remember and include everything in the picture.</p>	<p>I was unfamiliar with some of the vocabulary words but I was able to look them up. I was able to read taking larger parts of the passage at one time. I very much enjoyed reading the passage. I love being able to work out the 'puzzle' of a Latin sentence. Oh, and the first word indicates a 3rd person, seeing the lake, so I thought I should include a person though he is (or she is) not really described.</p>

Pre-conventiculum	Post-conventiculum
<p><i>Iulius</i> 15+ years' Latin</p> <p>About 3 words were strange to me.</p> <p>The last line caused trouble. Drawing a picture forced me to think of the passage <u>AS A whole</u>. The exercise is enjoyable to think about, but my limited art skills frustrate me a bit.</p>	<p>This was not an easy passage for me because I had to look up most of the words. I also misread one word (I read UVAE for ULVAE; so I was thinking 'sterile grapes'?!) This put me off track.</p> <p>ALL I have is this ol' pen, so I couldn't capture the brightness expressed in the passage. I'm left uncertain of its significance. So I labelled my messy image. What is 'sedge' (ulvae)?! I guessed shrubs that don't need much water. Anyway they are <u>not</u> seen by the subject of VIDET.</p> <p>I found this much harder than the first text; in part because the vocabulary was less familiar and I did think the <u>degree of difficulty</u> was/is objectively a bit higher.</p> <p>I wouldn't expect great improvement in <u>understanding</u> a passage of Latin after 6 days of (mostly) <u>speaking</u> the language.</p> <p>[underlining and capitalisation is participant's own]</p>

Pre-conventiculum	Post-conventiculum
<p><i>Fabia</i> – 21 years' Latin</p> <p>I experienced little difficulty with the passage save the last line. Knowing that the exercise asked for a drawing, it was easy to visualise the scene while reading it. I am a miserable artist, so the image in my mind is far more lovely than that which is on the paper.</p>	<p>The vocabulary in this passage was especially difficult for me. I could find the definition of course, but I wonder whether I selected the proper one for the context. I thought this passage was more difficult than the first because of the vocabulary. Compared to last time, I thought the vocabulary was more difficult but the overall reading process was a bit easier.</p>

Table 5.10 Descriptions of the reading and drawing experience

All participants (except *Fabia* in relation to the first text) described the need to look up some of the vocabulary. This is not surprising as some of the words, particularly in the second text, are quite specialised, For example, *ulvae*, sedge, or *iunci*, rushes, which occur only 3 and 5 times respectively in the entire 78,000 word *Metamorphoses* (Perseus Digital Library). In the first text, lack of knowledge of vocabulary caused some frustration for *Dominicus*. *Claudius* also found it 'difficult'. The last line of the first text was noted as problematic by *Diana*, *Iulius* and *Fabia*.

The two most experienced Latinists, *Iulius* and *Fabia*, thought the second text was harder than the first, but interestingly, all three less experienced participants seemed less concerned about having to consult a dictionary for the second text. This may be, as *Claudius* suggests, because they had access to different dictionaries for the second text (some had to share in the pre-conventiculum exercise), but it may also be that they were slightly more able to make sense of

the text. *Claudius* said he was more confident. *Diana* claimed she too felt more confident of her understanding and that she was able to read through the passage once she had looked up words she didn't know. *Dominicus* did not think that it was difficult to interpret the passage once he had used his dictionary. Among the more experienced participants, *Iulius* did not feel a week was enough to make a difference to his reading ability, even though his accuracy mark for drawing increased by 16% for the more difficult second passage. Both *Eduardus* and *Fabia* claimed there had been some positive change for them and these perceptions were consistent with increases in accuracy of 25% and 74% in their drawings. These perceptions of improvement will be further explored in the beginner speaker interviews in the next section. Finally, both *Fabia* and *Iulius* felt frustrated at their inability to draw the beauty of how they envisioned one of the passages, suggesting their mental images of the scenes were very vivid. This is consistent with the interpretation of their comments in the sections 'Description of the Scene' and 'Emotions Aroused by the Texts' above.

5.1.3 Student Interviews and email Correspondence

Having looked for evidence of a change in reading Latin texts with comprehension and engagement through pre- and post-*conventiculum* reading exercises, I now consider participants' own perceptions or experiences of any effect. The same six beginner-speaker students who took part in the reading and drawing exercises were invited to contribute to this data and all except *Dominicus* did so.

Perceptions of Change in Reading

Participants were asked whether they felt that any aspect of their Latin had improved through using it for conversation, and, in particular, to comment on whether they felt that it had helped with reading, including reading without translating into English (Appendix E.7 Q4).

Claudius said that he felt benefits would appear over time rather than immediately and that one week was not enough to become a fluent speaker. However, he believed that processing Latin at the rate required for understanding speeches, poems and announcements would help him with reading speed and that increased reading speed would increase reading enjoyment (*Claudius post-conventiculum* email, 03/08/14). *Claudius* saw comprehending oral speech as beneficial in building speed and enjoyment in reading.

Fabia also felt that she would be able to read with more confidence in the long term and that benefits would become clearer over time (*Fabia post-conventiculum* interview, 28/07/14). Three months after the *conventiculum*, she emailed to say that she felt more comfortable and ‘way better at’ reading Latin in its natural word order than before the *conventiculum* and that this might be due to the volume and repetition of material covered there (*Fabia post-conventiculum* email 06/01/15).

Diana felt that her Latin had improved and that while the difficult vocabulary of the reading passages in the pre and post-*conventiculum* exercises had made it hard to detect an improvement (see ‘The Experience of Reading and Drawing’), she did find that, once vocabulary had been looked up, re-reading passages had become easier after the *conventiculum*. She had also had an experience at the *conventiculum* itself where she found that she had become able to read ‘like English’ a passage she had not understood at all when she first read it through in preparation for the event. This description coincides with the definition of reading with comprehension set out in section 2.5.

Eduardus felt that his understanding of spoken Latin improved throughout the week and that he was not translating what he heard but ‘just leaving it in Latin’. This comprehension of spoken Latin without recourse to English has synergy with the definition of reading with comprehension given in section 2.5. *Eduardus* also

described how he had been consciously trying over the past 4 or 5 years to read so that he was ‘thinking in Latin’. This concept of thinking in Latin is consistent with the Vygotskian idea of internalisation of what is learned and of using language as a tool for mediating thought. *Eduardus* said that if he failed to do this with a piece of reading at the first attempt, he would revert to translating into English but then go back and try to read the sentence in Latin (without translation) again. He felt this practice had been good preparation for the *conventiculum* and that he had been able to understand what he heard there with only occasional resort to using English as an intermediate means to understanding. Thus, for *Eduardus*, reading practice had helped him with understanding spoken Latin. In addition, he felt that his increased confidence had given him the ability to:

approach a [written] sentence and [...] see it more quickly for what it is
[...] not quite worrying so much about hyper-analysing it and instead kind
of penetrating more quickly to the direct meaning
(*Eduardus* Post-*conventiculum* Interview, 02/08/14).

This description suggests he had moved away from deciphering meaning in a strongly analytical way to reading for meaning using higher-level skills.

Iulius too felt that he had become able to understand spoken Latin without translating. He felt that translating what he was hearing slowed him down so that he lost the thread of what was being said. He also believed that committing to speaking Latin helped with reading because he experienced the language “in his head” rather than “on the page”. This is a powerful metaphor for internalisation of language described in SCT. As a result of this, *Iulius* felt that although he could not yet read without translating, his expectation of understanding written Latin had been raised so that when looking at a page of Latin, it seemed ‘more familiar’ and ‘less intimidating’. His confidence at facing written Latin had improved because of

the experience of 'living with Latin' during the *conventiculum* (Iulius post-*conventiculum* email, 03/08/15).

Perceptions of Other Learning

Some of the beginner participants (*Claudius*, *Eduardus* and *Iulius*) were asked to give examples of constructions or vocabulary that had become more familiar or easier and to describe the most and least effective parts of the *conventiculum* experience.

Claudius mentioned the 'passive periphrastic' (also called 'gerundive of obligation') and the subjunctive mood as examples of constructions, saying that using these in a sentence or two made him more confident of knowing his grammar. This shows that communicating in Latin can make aspects of grammar less intimidating and more attainable. *Claudius* had found some of the instructions given in Latin in briefing sessions difficult to understand and would have liked more images related to vocabulary, and maps to make meaning and directions clear. This desire relates to the idea of making direct connections between Latin vocabulary and concepts (rather than English words), a concept described in section 2.5.3 Reading Latin.

Iulius felt his greatest area of growth was in everyday vocabulary, for example about clothing or the weather, along with some commonly used phrases, including for example *plus minusve* (more or less). However, he felt that he (and other *Tirones*) tended to use new vocabulary with the word order of their native language(s) rather than that of Latin. He also remained unconvinced that staying in the target language was the best way of discussing and understanding a Latin text passage. Having observed the importance of having a community of people committed to speaking Latin, he was concerned that it would not be easy for him to replicate this. He felt that the goal of accessing masterpieces of extant Latin could be reached by using the traditional grammar translation method as well as

by treating Latin as a modern language and was torn between the two approaches. He was considering introducing one 'in Latin' session per week to his pupils to explore this. Although sceptical about the benefits of using Latin to communicate about Latin texts and about the practicality of introducing CLT techniques in his classroom, *Iulius* still felt that he would like to explore the benefits of communicating in Latin with his pupils.

Eduardus felt some Latin phrases had become very natural and no longer needed thought. As examples he gave '*quota hora est?*' (what time is it?) and '*quo necesse est nobis ire ad prandium hodie?*' (where do we need to go to eat breakfast today?). This reflects a degree of automaticity in processing oral Latin. He felt he had gained most from the teaching sessions aimed specifically at *Tirones*. It was there that he had felt most able to contribute and understand whereas in the sessions with the *Peritiores*, he felt a little less confident because of the gap between his own capability and that of the more experienced speakers. Through the perspective of SCT, communicating with the *Peritiores* at the level he wanted was not within his ZPD because he did not have sufficient scaffolding.

Additional Participant Comments

In addition to effects felt in reading and understanding without interlingual translation and in learning specific vocabulary and grammar, participants at the *conventiculum* made the following observations in post-*conventiculum* correspondence and interviews.

All except *Fabia* specifically mentioned their enjoyment of the *conventiculum* and both *Eduardus* and *Diana* mentioned the important role that the friendliness of the participants played in this. *Claudius* also pointed out how much the children at the *conventiculum* loved speaking Latin and that he intended to use conversational Latin with his students when he became a teacher. *Eduardus* too intended to

introduce conversational Latin to his pupils. Sometime after the *conventiculum*, *Fabia* let me know that she had begun using the dictation exercises in her classes. *Claudius*, *Iulius* and *Diana* said they would like to return to another *conventiculum* and *Iulius* and *Fabia* might also return subject to cost constraints. Although *Eduardus* thought the *conventiculum* 'brilliant', he had also found the continual speaking of Latin very demanding and felt that part of him was longing to come to the end of it. In general, these participants' comments show a high level of intrinsic motivation, a factor identified in Krashen's affective filter hypothesis as important in successful second language acquisition (Krashen, 1982, pp. 29-31).

Finally, in a post-*conventiculum* interview, *Eduardus* made some extended comments about correcting spoken Latin. As a teacher he had previously been concerned about pupils making a great number of mistakes in spoken Latin and had wondered whether letting them continue to make such mistakes was helping them. However, he had become persuaded through the *conventiculum* experience and through conversation with another participant that it was more important that students were engaged and trying to communicate than that they should be corrected. He himself found correction discouraging and now believed it unnecessary as he felt that students who cared about their studies would eventually correct themselves. Speaking of his change of attitude to the need for accuracy, he said:

'There seems to be almost like this pressure that we have to get it all right and we have to sound like Cicero [...] there was this giant relief of realising that that's not really how it works with any living language and [...] eventually I might become eloquent like one of the more experienced people in the convention, but [...] the only way to start correctly is by just trying and making all sorts of mistakes. I felt like I was just freed up from

this tyranny of [...] having to be perfect' (*Eduardus Post-conventiculum*

Interview Appendix E.7, Q4).

This is similar to the feelings I expressed in relation to my own experiences of being corrected (section 5.1.1). It also coincides with CLT's prioritisation of meaning over accuracy (section 2.4) and with Krashen's affective filter hypothesis that highlights the importance of self-confidence and the absence of anxiety in successful second language acquisition (Krashen, 1982, pp. 29-31).

5.2 Discussion

The findings and discussion in Chapter 4 showed areas where UK university student needs and expectations were not fully met. These included progressing toward 'reading with comprehension' and 'reading with engagement' as well as challenges in absorbing the vocabulary and grammatical forms necessary for academic success in *ab initio* modules. Chapter 5 opened with an exploration of the effects of using a communicative approach to Latin teaching as implemented at the Lexington *conventiculum*. Section 5.1 has shown how formal teaching of communication skills and informal interaction in Latin can enhance reading skills and contribute to vocabulary and grammar learning. It has also looked at how learning events observed and experienced at the *conventiculum* can be better understood through adoption of a Vygotskian sociocultural perspective, and at how future pedagogy could be transformed by this increased understanding. I now bring together my own observations as a researcher and as a Latin student with previous scholarship in Latin and MFL teaching approaches, learning theories and reading research. I situate my findings within current research, and demonstrate the pioneering progress that has been made through this study and its potential to cause a paradigmatic shift in the way Latin is taught.

5.2.1 Reading with Comprehension

For the purposes of this study, I defined 'reading with comprehension' as 'constructing meaning from the text during the act of (silent) reading (without consciously parsing each word and replacing it with an English equivalent)' (see section 2.5.1). In the literature review and in Chapter 4, I confirmed that traditional Latin teaching by the grammar-translation method leaves some students unable to read authentic ancient Latin texts with comprehension (Campbell, 1988; Carr, 1930, p. 127; Carter, 2011, p. 21; Hoyos, 2010, p. 31; Wingerter, 1990). Their access to such texts requires parsing of individual words and decipherment of meaning by replacing Latin words with English equivalents. My research with Open University students showed that some students do not believe that it is possible to read Latin texts with comprehension without many years of study, and one individual did not believe it possible at all (see section 4.1.2, Student Aims and Objectives).

This study set out to discover whether taking a communicative approach to Latin teaching would make a difference to the way students constructed meaning from Latin texts. The experience of some *Tirones* (*Iulius, Claudius and Diana*), as well as my own, highlighted a dramatic change in attitude to reading such texts, characterised by an increase in the expectation that written Latin would make sense. Experience of a communicative approach to Latin teaching at the Lexington *conventiculum* led participants to recognise Latin as a language that can be used for communication and that can be made sense of without recourse to translation into another language.

Learning Latin exclusively through the grammar-translation method may promote an expectation that, in order to understand Latin, it is necessary to decode the Latin meaning one word at a time, finding an English word or phrase that

accurately replicates the dictionary definition and morphology of the Latin word (the correct number or tense, for example). A vivid example of this type of decoding can be seen in Figure 5.10. This shows an extract from an online collaborative translation that I devised and organised while completing a third level Latin module at the Open University as a student in 2008. The full translation can be seen at <https://goo.gl/l6mqR9>. It made use of a shared google spreadsheet to set out step-by-step analysis of each Latin word before arriving (collaboratively) at a translation. This was an innovative and enjoyable way to work with other distance learning students and it let us reinforce our understanding of grammatical rules through careful and accurate analysis of morphology, but, at least in my case, extensive use of this method did not lead to reading with comprehension. Like Campbell (1988), I did not really think that this was possible.

conticuere	omnes	intentique	ora	tenebant
<i>fell silent</i>	<i>All</i>	<i>and closely attentive</i>	<i>faces / mouths /utterance</i>	<i>were holding</i>
Conticuere is contracted form of conticuerunt – third person plural perfect indicative active of conticeo conticere Perfect tense indicates they quickly fell silent	plural masculine nominative of omnis subject of conticuere – adjective standing as noun refers to all the people	plural masculine nominative of intentus a um; agreeing with omnes NB it is the men who are closely attentive (masc plural) not the faces (neuter plural) --Mair 30 June 2008	plural neuter accusative of os direct object of tenebant part (ora) stands for all --a collaborator 10 June 2008	third plural imperfect indicative active of teneo tenere imperfect tense - they continued to listen attentively -- collaborator 10 June 2008
All fell silent and, closely attentive, they held their tongues				

Figure 5.10 An example of word-by-word collaborative online translation

My fellow students and I relied heavily on word-by-word processing of text and this meant that we never really tried to read a continuous piece of Latin, expecting rather to piece together an English translation. I had never heard a piece of continuous Latin read aloud in class without the teacher taking a pause at the end of each clause or sentence to let an individual or group make an English

translation. As I looked forward to experiencing a communicative approach to Latin teaching at the Lexington *conventiculum*, the traditional approach I had previously used for making sense of written Latin led me to think that it would be impossible for me to join in a Latin conversation. My lack of success in reading ancient texts and simultaneously understanding them led me to expect that I would not be able to understand spoken Latin without being given the time to look up and parse every word I did not recognise. *Eduardus*, by contrast, had put a great deal of effort into reading Latin texts ‘in Latin’ by repeatedly trying to read the same text, looking for English equivalents for words only as a last resort, and returning to read ‘in Latin’ when he had made sense using English if necessary. He felt this practice had prepared him better for understanding spoken Latin without the need to translate. We both detected a strong link between making sense of spoken and written Latin. This is consistent with the MFL simple view of reading that claims that ‘oral comprehension’ is an important factor in reading comprehension (Verhoeven & van Leeuwe, 2012, p. 1807). I contend that lack of listening comprehension skills in Latin is one of the factors that limits achievement of reading with comprehension. Correspondence and interviews with *Tirones* after the *conventiculum* and reflection on my own experience there demonstrate the shift in attitude to, and ability in, reading made through improving listening skills in interaction with others.

Several participants at the Lexington *conventiculum* mentioned finding themselves able to understand spoken Latin without pausing to translate into English. When I also found myself increasingly able to understand spoken Latin without the help of English, I hoped and expected that this instant understanding could be transferred to reading too. I felt that I was compelled to understand ‘in Latin’ because I did not have time to parse or analyse particular words when listening to Latin at a normal conversational pace. *Iulius* also believed that through having to understand Latin

at normal speaking speed he had become able to understand without interlingual translation. *Claudius* thought that developing the language processing speed required to make sense of Latin conversation helped with reading. *Diana* too had experienced being able to read Latin 'like English' for the first time at the *conventiculum*. Both *Claudius* and *Diana* showed enhanced use of Latin labelling in the *post-conventiculum* reading exercise demonstrating progress in associating Latin words with objects rather than with English equivalents. This suggests that they had associated Latin words directly with concepts rather than using English words as an intermediary tool in creating meaning. These experiences and observations illustrate progress towards 'automaticity' or 'automatic processing' (Logan, 1997, p. 123) of spoken and written language. This was reflected in our increased speed of processing and in a reduction in the amount of conscious effort required to make meaning as we no longer needed to parse and find English equivalents for Latin words and expressions. This experience was consistent with descriptions of automaticity and its effect on reading comprehension described by Logan (Logan, 1997, p. 124) and Kuhn et al. (2010, p. 231).

Looking at these connections between listening and reading comprehension through the perspective of SCT, mastery of the automatic processing of spoken Latin in the context of interaction with others can be seen to have led to internalisation of the language as a tool for intrapersonal interaction (i.e. for mediating thought) and for constructing meaning from text. Participant experience of this transfer was vividly expressed by *Iulius*' metaphor of becoming able to experience Latin 'in his head'. As SCT predicts, a skill first appropriated in interaction with others is internalised and used intrapersonally. By bringing together ideas from the simple view of reading, my own experience and that of other Lexington *conventiculum* attendees, I have shown that developing communicative ability (in particular listening comprehension) through using Latin in

conversation has a beneficial effect on reading with comprehension. Looking at the link between interpersonal and intrapersonal interaction claimed in SCT also casts light on the nature of the relationship between listening comprehension and reading comprehension. Krashen's ideas on acquisition of language through processing comprehensible input also casts light on the synergy between listening and reading comprehension. His research in this field was highlighted in section 2.3.3.

Two other interrelated factors also suggest benefits for reading with comprehension arising from the experience of attending the Lexington *conventiculum*: Latin word order, and the concept of prosody. In English and many other languages, word order is important in conveying the role of words (for example subject and object) in sentences. In Latin this information is conveyed through the inflected endings of words so that word order can be more varied without confusion over meaning. The unfamiliar word order of Latin means that transfer of English prosody to Latin (in reading aloud or silently) is not straightforward. This may contribute to problems with reading Latin with comprehension as, in addition to constructing meaning from Latin words, the reader (or intrapersonal speaker) needs to adapt to processing language in a different order from that with which they are familiar. As *Iulius* noted, he and other beginner speakers at Lexington tended to speak Latin in English word order. However, during the week we were exposed to Latin spoken in line with Latin conventions and for several of us, this made us more comfortable in reading Latin written in this way. *Fabia* mentioned feeling 'way better' at reading Latin in its natural word order. After the *conventiculum*, I felt that, when I attempted to read passages of Latin, though I might not understand them entirely, I did have a noticeably better idea of how they would sound to express meaning. I had a feel for the different phrasing (and word order) of Latin and I did feel this helped me in

at least approaching understanding of the kind of meaning a sentence might have. This link between prosody and understanding has been described by Kuhn et al. (2010, p. 237). Looking at my experience of an enhanced feel for prosody through the perspective of SCT, it seems that, having experienced and managed to make meaning from unfamiliar word order and prosody in interaction with others, particularly with the conference conveners and most experienced Latin speakers, that order and prosody became more natural in the intrapersonal process of reading. As this study has shown, the 'internalisation' of Latin is at the heart of the benefits of the communicative approach experienced by beginner speakers at the *Lexington conventiculum*.

Bringing together my own findings with existing scholarship has demonstrated that the most important gain for those experiencing a communicative approach is closely related to listening comprehension. However, this does not necessarily imply that focussing on listening comprehension alone to the exclusion of language production would produce the same benefits. A sociocultural perspective on the nature of language suggests that if language is to be internalised and used in intrapersonal interaction, the learner first needs to use language in interaction with others and ultimately be able to both produce and process language to mediate thought (for the inability to mediate thought when initially adopting a second language, see Hoffman, 1989, p. 107; Lantolf & Pavlenko, 2000, p. 165). The metaphor of 'putting Latin in one's head' (used by *Iulius* to describe one of the benefits of the *Lexington conventiculum*) is strongly evocative of internalisation and progress towards mediating thought with Latin. A further compelling argument for focussing on production as well as processing is the intrinsic motivation that interaction provides for learning in the context of a Latin speaking environment (see sub-section 5.2.4).

One of the unintentional discoveries that arose out of the pre- and post-*conventiculum* reading exercises was that the three most experienced learners, who were also teachers, and who had at least 15 years of studying Latin each, showed more evidence of being able to read with comprehension than the less experienced participants who were preparing to teach. This suggests that the experience of a communicative approach to Latin teaching is not essential in order to develop this skill. Many years of study may also be sufficient to achieve reading with comprehension. This would be consistent with findings for research into autonomy in reading that speed and accuracy increase through practice (Kuhn et al., 2010, p. 231; Logan, 1997, p. 124). It is not easily possible to explain this finding through SCT (or any other language learning theory) without undertaking research into the form this practice has taken, but it may be related to the more experienced Latinists' roles as teachers and to many years spent preparing to explain texts to others. This would be consistent with cognitivist views of learning where new input is processed and assimilated with previous knowledge in order to build new knowledge (Ertmer & Newby, 2013, pp. 50-54). Teachers focus very closely on the structuring of input to build on their students' existing knowledge, so they are likely to be very successful in increasing their own learning through this process. The most experienced of the Latin beginner speakers, *Iulius*, was himself unsure whether communicating in Latin was the best way to approach reading a Latin text, but he did feel that some of the Lexington practices were worth trying as an adjunct to traditional teaching and intended to introduce some spoken Latin in his own classroom. The convener of the *conventiculum*, Prof Tunberg, also believes that the total immersion experience at the Lexington *conventiculum* is not appropriate as the sole means of introducing *ab initio* students to Latin, but that rather, for beginner Latin students, explanations in the student's native language should be used alongside some communicative Latin activities (in Lloyd, 2016, p.

14).

5.2.2 Reading with Engagement

In section 2.5.2, I defined 'reading with engagement' as the reader's act of constructing meaning by connecting the text both with her knowledge of the ancient culture and with her own lived experience and making meaning that is significant to her. This definition was inspired by Nuttall's description of reading as interpersonal interaction between writer and reader (Nuttall, 2005, p. 11). In terms of SCT, I view the written text and shared [Latin] language, along with the acts of reading (by the modern student) and writing (by the ancient writer) as tools for mediating interaction between ancient and modern individuals. Attainment of some degree of this aspect of reading is at the heart of my own motivation for studying Latin because I believe it facilitates the closest possible empathy with ancient minds and leads to great pleasure in making an (albeit indirect) interpersonal connection with them.

The concept of engaged reading has been characterised as 'a flow experience' or like 'being carried away by a current' (Csikszentmihalyi, 1991, p. 127). It has also been linked with visualisation of places and events described (Csikszentmihalyi, 1991, p. 132; Donka & Pennell Ross, 2004, p. 81) and with intrinsic motivation for reading (Gambrell, 2011, p. 172). The pleasurable experience of losing oneself in reading also has some synergy with the concept of 'lack of conscious awareness' characteristic of the development of automaticity in reading (Kuhn et al., 2010, p. 231). My findings on the concept of reading with engagement are largely based on the qualitative parts of the pre- and post-*conventiculum* reading exercises that I designed for this study: English descriptions of the scenes in each text, of emotions aroused by reading it and of pleasure (or its absence) in reading. The most striking evidence of reading with engagement came from the three Latin

teachers with the longest years of Latin study, *Iulius* and *Fabia* and *Eduardus* in their descriptions of emotions aroused by the text. Here *Iulius* wrote as if he himself was located within the scene of each of the texts, clearly visualising elements around himself, and in both scenes he also sensed the ominous nature of events to come. *Fabia* and *Eduardus* longed to be in the first scene and *Eduardus* directly mentioned his experience of similar scenes bringing his own life schema into play in interpreting the text. Almost all participants expressed enjoyment in doing the exercise, perhaps because it provided a new way of approaching a text by actively discouraging the making of an interlingual translation and encouraging intersemiotic translation instead. The drawings themselves did not yield clear findings about reading with engagement but by leading the readers away from any attempt to translate, they created an opportunity for experiencing engaged reading not often offered to Latin students. To some extent the exercises did begin to suggest that reading with engagement was developed by teachers after many years of Latin study. They did not give clear evidence of progress towards reading with engagement between the beginning and end of the *conventiculum*, but the fact that the increased engagement of the experienced Latin teacher could be detected means that the method has potential for enhanced use in future. The exercises would be more effective in terms of exploring awareness of ancient cultural schemata and engagement with students' own life experience if these ideas were directly addressed through interview questions (rather than written answers) These should include stimulated recall using the drawings to provoke memories of the reading experience. This is an avenue for future research.

I make one more observation about reading with engagement from my own experience of Lexington. I found that some of the words I learned there are vividly connected with the time at which I learned them and associated with emotions of

pleasure. Examples include the laughter trying to use the parts of the verb *disco* that can be seen in Appendix E.8, or the make-do arrangement of using the word '*laborat*' until I could find someone to give me the more appropriate '*fungitur*' (see section 5.1.1). There are many more such examples of connecting vocabulary with learning context. An exploration of whether such associations add to the pleasure of encountering words when reading, and increase ease of recalling their meaning, as has been suggested by Hoffman (1989, p. 106), will be the subject of future research.

5.2.3 Knowledge of Grammar and Vocabulary

As mentioned in the previous section, I have vivid memories of learning some words and phrases at the Lexington conventiculum and these have stayed with me even almost two years later. I do not have such vivid associations for words or grammar that I have consciously tried to memorise from written vocabulary lists or from rote learning (i.e. learning underpinned by a behaviourist view of learning). Some of the Latin vocabulary I have retained from earlier study has been learned independently by reciting and recording Latin and English equivalents to play back to myself. I have made some of my vocabulary recordings available online at <https://mairslatin.wordpress.com/>. I also made myself electronic flashcards where each Latin word was associated with its sound and an image as well as the English equivalent (again underpinned by behaviourist learning principles). These ways of learning worked quite well for me, particularly when I met vocabulary again in reading texts or when I proactively drew pictures that tell a story and labelled the vocabulary I wanted to learn in Latin. However, none of these methods has left as vivid a memory of the original learning event as the experience at Lexington and none has given me as much pleasure as learning through interaction with others. This observation reflects my own learning

preferences and personality and I would not expect this to be replicated in all other Latin learners, but I would expect there to be students for whom the experience of a communicative teaching approach and informal interaction with others would produce equally positive results.

In terms of SCT, my experience of learning vocabulary in Lexington confirmed the explanatory value of several SCT constructs. I imitated the use of vocabulary by others, both peers and teachers. With their help (scaffolding) in using that vocabulary in the Zone of Proximal Development (ZPD), I eventually appropriated it and could recall and use it independently. I also internalised it so that I could use it in the intrapersonal interaction of reading (see section 2.5.2 for constructs from SCT applied to language learning). The concept of negotiation of meaning from the Interaction Hypothesis (or Approach) (Gass & Mackey, 2015; Long, 1996) could also be used to explain how my experience of breakdowns in communication drew my attention to words I needed to know. Once I had noticed what I needed, I could seek clarification and feedback from interlocutors so that I could actively focus on filling gaps in my vocabulary as well as correcting grammar usage (see section 2.3.4 for Interactionist theories of language learning). Through both SCT and Interaction Approach perspectives, the efficacy of learning vocabulary through interaction has been demonstrated.

Other beginner speakers at Lexington also reported acquisition of vocabulary and grammar through interaction. One of the most striking themes that emerged was that the active use of constructions that had previously been learned through the grammar-translation method made them seem less of an obscure grammatical challenge and more of a natural thing to say or hear. Examples mentioned by several beginner speakers include the use of the subjunctive, impersonal verbs, the possessive dative (see sections 5.1.1 and 5.1.3). This increased familiarity

with 'difficult' grammar and increased confidence in its use and comprehension is a valuable contribution that communicative and interactive use can make to learning.

This study also makes it clear that some of the learning that participants had gained through prior experience of traditional methods made a contribution to their ability to join in with communicative activities. For example, several beginner speakers knew the four principal parts of many Latin verbs before coming to Lexington because of previous rote learning. A behaviourist viewpoint would have explanatory value for this type of learning because positive reinforcement would have been received (either from a teacher or during self-testing) to reinforce correct recitation of these parts. The usefulness of prior knowledge of principal parts was demonstrated in the conversation where a group of beginner students tried to talk about what they had learned and, though it was not immediately recognised, were able to communicate (or negotiate) the meaning of *didicisti* through recitation of its principal parts (*disco, discere, didici* – I learn). It was also reassuring when meeting such phrases as *salva sis* (may you [feminine singular] be well) to be able to recognise the *sis* as a use of the subjunctive for wishing. Though the meaning of this phrase would have been clear without prior knowledge of the subjunctive, and it was very useful to have such phrases ready for use in conversation without having to parse anything, recognising the grammatical construction made adapting the phrase for production for different numbers or genders much more straightforward. That is knowledge of grammar rules helped with production of language that had not been heard in interaction and was therefore not available through interaction alone. There proved to be a valuable synergy between experience of grammar-translation teaching and of a communicative approach, each enriching the other and adding to its value. A cognitivist view of language learning, where students build on their existing

knowledge through processing new input, is a valid model for explaining this synergy. Previously learned grammar can act as an organising principle for new input and help with production until automaticity of processing and production is achieved. In terms of SCT, the formal provision of grammatical knowledge (even when taught through the medium of English) can be considered as a form of scaffolding of the performance of comprehension and production in interaction with others.

The combination of a communicative teaching approach as experienced at the Lexington *conventiculum* and a grounding in grammar-translation learning have been seen to be highly beneficial in promoting vocabulary and grammar learning. In addition to building reading skills, the inclusion of methods and activities based on a communicative approach could prove a valuable tool in promoting students' attainment of academic goals and progression on modules where grammar and translation still make up the bulk of assessment tasks.

5.2.4 Enjoying Learning

An unexpected finding of this study was the degree of enjoyment experienced by participants in the Lexington *conventiculum*. In view of the importance of attracting, motivating and retaining Latin students, the disappointment of some Open University students with traditional methods (see section 4.1.5 Student Views on Teaching Practices) and the reluctance of some UK university students to undertake traditional learning tasks, this is a very important benefit. Two factors relating to enjoyment recurred throughout beginner speaker comments on the *conventiculum* and were echoed in my own perceptions as a participant, the pleasure of being part of the Lexington community and the freedom to make mistakes in using Latin. I consider each of these factors in the following subsections.

Importance of Community

The Lexington *conventiculum* comprises a week-long Latin immersion residential school. For the duration of the event, the attendees become part of an artificially constructed community, access to which constitutes almost the sole access to face to face human interaction for participants (apart from contact with non-participant staff in local shops and restaurants). After the first evening, participants therefore needed to be able to build interpersonal relationships through using Latin if they were to feel at home in the *conventiculum*. This meant that beginner participants were particularly well motivated to develop Latin communication skills. Through the perspective of SCT, we needed to be able to use Latin as a tool to mediate between ourselves and others. It became something essential to our wellbeing as part of our new community rather than an object of study. Because of our need for social interaction, efforts were directed towards meaningful communication with companions in order to forge relationships rather than towards accuracy of language production, a situation promoted by adherents of a communicative approach to language teaching (Rodgers & Richards, 2014, p. 84). Through an interactionist perspective, we were learning through using Latin with our attention 'focused on conveying and receiving authentic messages (that is, messages that contain information of interest to speaker and listener in a situation of importance to both)' (Rivers, 1987, p. 4).

Several factors at the *conventiculum* made the integration of newcomers particularly easy and pleasurable. Attendees stayed in the same buildings and were encouraged to share meals and join in planned activities. On the first morning, we were all also encouraged to adopt new Latin names and this promoted a feeling of taking on a new identity symbolic of belonging within the group. Hoffman has pointed out the significance of re-naming (often imposed in

the circumstances of migration) as the first step in 'self-translation' into a new language and culture (Hoffman, 1989, p. 164; Lantolf & Pavlenko, 2000). In the Lexington Conventiculum too, it symbolises leaving behind (albeit temporarily) the old self and beginning to find a voice in a new community. Formal teaching sessions in beginner and mixed ability groups encouraged *Tirones* to interact with participants with different levels of speaking competence and provided opportunities to build friendships with a wide variety of people in this community.

Through the broader perspective of Vygotskian sociocultural theory, our learning was situated within a particular (in this case artificially constructed) culture and we appropriated the beliefs and values of that culture along with its language through interaction with other community members. Because the culture had already developed an atmosphere of warmth and inclusivity where beginners were made particularly welcome, new participants would be likely to adopt that same attitude to beginner speakers on future visits.

There were a very few occasions where I felt out of my depth in the community because I could not produce language fast enough to be part of a conversation, but these were outweighed by the many occasions where more experienced speakers made a special effort to include me. Almost all of the beginner speakers mentioned the importance of the friendliness of the other participants in their enjoyment and learning. This provided intrinsic motivation for becoming better at interacting as we strove to respond to the welcome to become part of the Latin speaking community.

Freedom to Make Mistakes

Both *Eduardus* and I found that the absence of correction in our conversation with others made us more confident and willing to try to communicate. Before the *conventiculum*, I had imagined that I would not have time to put together Latin

sentences because of all the effort required in finding correct endings and adjective agreement etc. However, in the event, it was possible to communicate effectively without making certain of complete accuracy. There has been a good deal of research into the form and effect of correction of modern language learners with some arguing that corrective feedback is essential for some types of learning while, at the other end of a continuum of opinions others claim that it can be damaging (for overview see Loewen, 2007, p. 1). Communicative teaching for modern languages is characterised by focus on successful transfer of meaning rather than accuracy of production so that errors are not always explicitly corrected. This avoidance of explicit error correction was observed by teachers and almost all participants at Lexington (Lloyd, 2016) and this contributed to building confidence and pleasure in taking part in conversations. *Eduardus* and I believed that it ultimately led to more active participation and more effective learning than a focus on accuracy would have done, as freedom from the tyranny of having to be accurate let intrinsic motivation to speak well flourish. We were eventually able to improve our own accuracy through imitating the more experienced speakers (in line with the SCT view of learning through interaction), through negotiation of meaning when communicative problems arose (in line with Long, 1996), and through conscious effort to find out what we wanted to know from others (in 'language-related episodes' described by Gass & Mackey, 2015, p. 190). Our experience adds to the weight of evidence for the benefits of focus on meaning, and for the efficacy and pleasure of learning through interaction. Ensuring as many students as possible take pleasure in learning is important for their own motivation and successful study as well as for sustaining the provision of ancient languages across sufficient numbers of students to make school and university courses viable.

5.2.5 Challenges of Implementing a Communicative Approach

This study has witnessed the successful adoption of a communicative approach to teaching Latin in the context of a week-long immersion event at an American university. It has demonstrated clear benefits for learning through interaction in formal and informal learning situations. However, there are some challenges to be overcome if such an approach is to be implemented and deliver benefits in UK university *ab initio* modules or indeed in schools or at other levels of study.

First, teachers need to be sufficiently confident and competent to lead communicative activities with their students. Since, to date, few UK-educated teachers have experienced a communicative approach to Latin teaching, it will be necessary for their skills to be enhanced if communicative teaching is to be successful. In addition, because university (and school) teachers are likely to have been successful with the (mostly) traditional methods with which they were taught, they may not see the necessity to change or enhance these methods. Challenging this situation will require well-reasoned and enthusiastic dissemination of the results of this thesis and subsequent research. This work has already begun through presentations at a number of conferences (see Appendix F). In addition, it will be necessary to provide opportunities for teachers to take part in experiences like those provided in the Lexington *conventiculum*. In this way, they will have the chance to experience for themselves the benefits of a communicative approach and to develop their own communicative competence in preparation for incorporating communication and interaction in their teaching. Promoting uptake will also be easier when textbooks and resources that facilitate a communicative approach to teaching become available. The recently developed set of textbooks, *Latin for the New Millennium*, makes progress in this direction (Milena Minkova & Tunberg, 2008).

A further challenge noted by *Iulius* at the Lexington *conventiculum* is that he anticipated that it would be difficult to sustain conversations without the presence of a few other competent Latin speakers. I also found my own lack of Latin conversational skills made interaction difficult when I attempted to facilitate a one-to-one online Latin speaking session with an Open University student before I attended the Lexington *conventiculum*. I did, however, find evidence that the experience was enjoyable and led to learning taking place for both me and the student (full results of this research will be published separately). Some of the difficulties for teachers without a good deal of skill in Latin speaking could be circumvented by initially introducing more straightforward communicative activities that do not require extemporisation in Latin (for example the sentence repetition game or dictation). However, to make it possible to practise interaction in a way that is meaningful to the participants, it would be desirable to have groups of speakers at various levels, including some with a good degree of fluency, conversing on a regular basis. This will only be achieved as teaching skills are developed and learners become familiar with communicative teaching from early in their studies.

Finally, during my attempts to run online communicative sessions for Open University students, I experienced a great deal of reluctance from them to participate. As with teachers, I think this challenge can be met by starting early in Latin learning with some of the simpler exercises used at the Lexington *conventiculum*. Some of these were demonstrated and very well received at a Living Latin panel that I convened for the Classical Association Conference of 2016 (see Appendix F.6). It may also prove to be easier to engage students in a face-to-face environment before progressing to online communication.

5.2.6 Limits to explanatory power of SCT

This study has shown that Vygotskian sociocultural theory can help to explain how communicative and interactive learning events take place. It has presented evidence of the SCT constructs of imitation, appropriation, internalisation, scaffolding and learning in the Zone of Proximal Development (Vygotsky, 1978). Because of the centrality of interaction in SCT, in line with Vygotsky's claim that all 'higher functions originate as actual relationships between individuals' (Vygotsky, 1978, p. 57), this theory has been very productive in explaining communicative and interactive learning events in a community of Latin speakers. Such events would have been less amenable to explanation through behaviourist theories because they show little evidence of habit formation, reinforcement of correct production or discouragement of errors. Some elements of behaviourism might be detected in the production of frequently used phrases (such as those listed in Table 5.3) where correct use was rewarded with comprehension. However, the model of appropriation and internalisation of these phrases through imitation (as SCT would have it) is more consistent with the learner experiences as participants described them and as I experienced them. By contrast, behaviourism provides a much more appealing explanation for the ways in which verb, noun and adjective paradigms are deliberately learned and practiced through repetition and drill. These, often solitary, learning experiences cannot easily be explained by SCT constructs with its emphasis on interpersonal interaction. However, as was evident in the interactions analysed in this study (see for example Appendix E.8), some rote learning can be valuable alongside communicative and interactive learning events.

In addition, a cognitivist theory of learning can explain how phrases appropriated during interaction can be adapted for use in communication by referring to

morphology rote learned in ways that are compatible with behaviourist principles. Different types of theory are more suited to explaining particular approaches, and conversely, particular theories can be used to promote or justify taking particular teaching approaches. This study has focussed on and demonstrated the value of a communicative approach to teaching and a sociocultural view of learning events but that does not mean that other theories and approaches are not valuable in their own right. In fact, it has been seen in this study that grammar learned by rote (for example principal parts) can be useful in a situation where meaning is being negotiated between Latin learners.

Ertmer and Newby have noted:

As one moves along the behaviorist—cognitivist—constructivist continuum, the focus of instruction shifts from teaching to learning, from the passive transfer of facts and routines to the active application of ideas to problems (Ertmer & Newby, 2013, p. 58).

They suggest that we do not need to choose one particular type of theory but that, in designing instruction, we rather should select the best theory for the ‘mastery of a specific task by specific learners’ (Ertmer & Newby, 2013, p. 61). As students progress from basic towards higher level skills, emphasis may shift from activities promoted by behaviourist principles towards those compatible with the constructivist end of the continuum. For example, this study has demonstrated that communicative and interactive learning events that are well explained and motivated by SCT promote the higher level skill of ‘reading with comprehension’. Entrenchment in methods motivated by behaviourist and cognitivist learning theories (such as grammar-translation) to the exclusion of those compatible with constructivist theories (such as SCT) may limit attainment of this higher level skill. A pragmatic fitting of approach to developmental stage and task is confirmed in

Tunberg's insistence on prior knowledge of Latin vocabulary and grammar before a week's Latin immersion, while complete beginners require some explanations in their own language (Lloyd, 2016, p. 14). This study has paved the way for a wider approach to Latin pedagogy motivated by exploration of language learning theories developed for modern languages, and ultimately the development of language learning theories that promote skills that are most important for Latinists (particularly reading skills) in a more diverse group of learners.

6 Conclusion

6.1 Synthesis of Overall Findings

This section synthesises the overall findings of this study. My research first highlighted gaps in theoretical understanding of Latin learning and shortcoming in current narrow teaching approaches in UK universities in facilitating achievement of instrumental and intrinsic student aims. It then brought together a language learning theory and a teaching approach, each inspired by modern languages theory and practice, and showed that the theory helped to explain how the approach could provide benefits for Latin students in terms of helping them to achieve aims of both types. This demonstration of benefits of a communicative teaching approach, validated through the perspective of Vygotskian SCT applied to communicative and interactive learning events makes the case for transforming current teaching practices and for further research to increase understanding of the potential of new teaching approaches to better support achievement of student aims. Figure 6.1 illustrates these facets of the study.

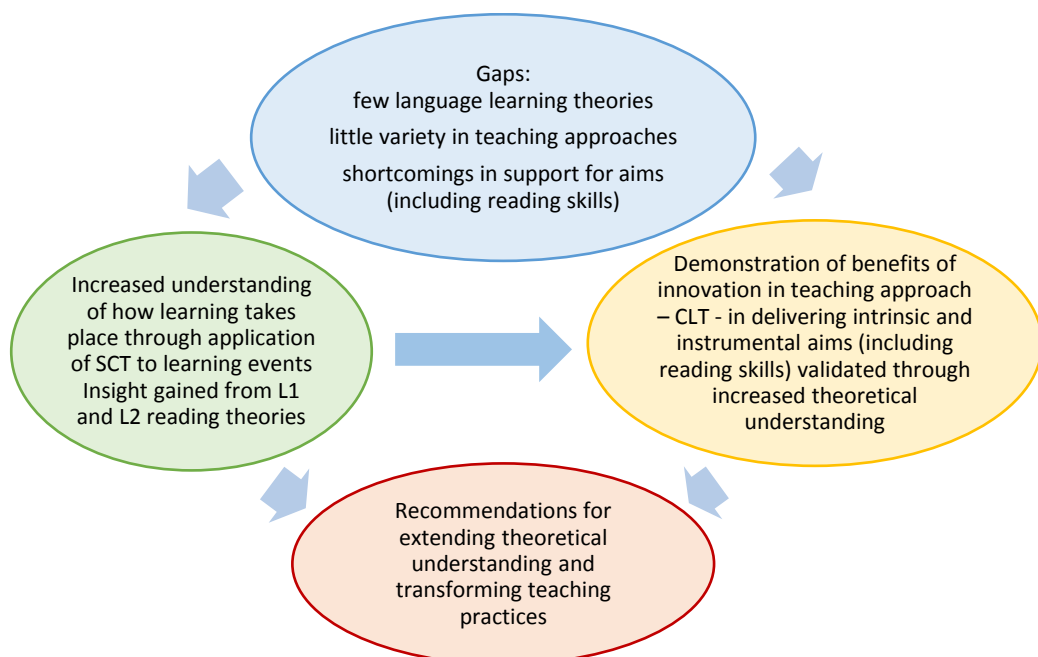


Figure 6.1 Synthesis of overall findings of this study

Despite evidence for the importance of accessing Latin literature, this study's review of current scholarship found little work on defining the nature of desirable reading skills though it did reveal some dissatisfaction with what was actually achieved by Latinists. Analysis of current pedagogy in UK universities suggested that it aimed towards facility with grammar and the ability to make translations rather than towards reading with comprehension and engagement (as defined in this study). There was evidence that the traditional grammar translation approach proved disappointing and overwhelming for some Open University students and that some also assumed that it would not be possible to read Latin texts without transposing them into English.

This study's innovative investigation of reading skills found evidence of reading with engagement among Latin teachers who had studied Latin for many years. In addition, it demonstrated some progress towards reading with comprehension as a result of engaging in communicative and interactive activities at the Lexington *conventiculum*. It also showed that acquisition of grammar and vocabulary was pleasurably and effectively achieved through these activities. This study also demonstrated the explanatory power of Vygotskian SCT in exploring how learning took place through interaction with others with reference to the concepts of mediation, imitation, appropriation, scaffolding and the Zone of Proximal Development. In particular, it found evidence for internalisation of language as a result of interaction and brought this together with L1 and L2 reading theories to suggest how interaction contributes to students' quality of reading through enhanced listening comprehension. Importantly, it demonstrated the potential benefits of a communicative approach in terms of increasing intrinsic motivation for learning. This was strikingly evident in the contrast between students at the Lexington *conventiculum* laughing together as they negotiated meaning using their knowledge of the principal parts of verbs with the overwhelmed disappointment of

Open University students reliant on rote learning alone.

Out of this demonstration of benefits of a teaching approach currently untapped in UK universities, and the light cast on its efficacy by SCT and reading theories, springs the motivation to extend this study in two ways. First by refining methods, in particular those for investigating facets of reading and for analysing further recorded discourse, and, second, to explore further theories and approaches with a view to enhancing understanding and teaching practices. Suggestions for changes in teaching practices are made in section 6.3, and for extending research in section 6.4.

6.2 Contribution of this Study

This study makes a significant contribution to knowledge and understanding of the following five broad areas:

- the *status quo* in Latin pedagogy in UK universities – this will be valuable as a benchmark for future change and inspiration for future research
- the benefits and challenges of including a particular innovative language teaching approach (CLT) – this has immediate implications for current Latin teaching practices in UK universities and wider contexts, and also opens the door to exploration of the benefits of other teaching approaches
- increased understanding, through the application of a particular language learning theory (SCT), of the way in which Latin learning takes place in particular contexts – this has immediate implications for inspiring practice and suggests the value of exploring further language learning theories developed for modern languages
- defining and developing methods for exploring the nature of the reading skills desirable for and desired by Latin learners – this builds on previous

Latin pedagogy scholarship, sets out two, well-defined facets of reading for study and delivers valuable findings about their development

- developing innovative methods for exploring Latin teaching approaches, learning theories and reading skills – these provide a solid, theory-based foundation from which future research can develop

6.2.1 *Ab initio* Latin in UK Universities

This study provides the first comprehensive investigation of pedagogy in UK university *ab initio* modules since 1995. It assesses what change has taken place in the intervening period, identifies areas where change is now desirable, and will act as a benchmark against which future progress can be measured. It has also instigated research into student reasons and aims for studying Latin by gathering information from Open University students. This will inspire further research with a wider variety of students and institutions so that student wishes can be taken into account when designing and delivering course content and pedagogy, challenging the perpetuation of the *status quo*.

6.2.2 Language Teaching Approaches

This study has presented compelling evidence for the benefits of incorporating activities inspired by a communicative teaching approach into Latin teaching. These findings have the potential to transform the way Latin is taught *ab initio* in UK universities and in other contexts, to the benefit of Latin learners and other ancient language learners. The discipline of ancient language learning will also become more resilient through enabling success for a more eclectic group of students.

This thesis also paves the way for exploration of further teaching approaches developed for modern languages. If these too can demonstrate benefits, a wider

variety of teaching activities will become accessible to Latin learners, enriching their learning experience and increasing the sustainability of ancient language studies in universities and other institutions.

6.2.3 Language Learning Theories

This study has shown how language learning theories developed for modern languages can cast light on how Latin is learned under a communicative teaching approach. A better understanding of the processes at work when students learn will inspire and guide the refinement of pedagogy to the advantage of students. Promising directions for future research include the application of further interactionist theories such as those of Swain (2005) and Gass and Mackey (2015) and of ideas on ‘communities of practice’ and ‘legitimate peripheral participation’ (Lave & Wenger, 1991). See section 6.5.6 for more details.

6.2.4 Exploring Reading

Considering the importance of reading for Latin and other ancient language students, very little scholarship is available on the quality of reading to be attained. This study has made theory-based definitions of ‘reading with comprehension’ and ‘reading with engagement’ and explored pedagogical factors that limit or expand their development, making the case for the adoption of approaches that increase listening comprehension, learning enjoyment and intrinsic motivation for learning. This beginning has the potential to open a valuable scholarly debate on desirable readings skills, their promotion and assessment.

6.2.5 Research Methods

This study has demonstrated the use of established qualitative and quantitative research methods and their integration in exploring the current situation in Latin teaching and the potential for beneficial change illuminated by theoretical

understanding. These methods can provide a basis for wider research in these areas and in relation to other ancient languages. The study has also provided innovative methods for analysing Latin discourse and for exploring reading ancient texts with comprehension and engagement. These methods have the potential for development and refinement as tools for further exploration of these concepts.

6.2.6 Overview

This study was undertaken primarily for the benefit of future *ab initio* Latin students in UK universities. The impact of this research will be felt in enhancing their chances of achieving their learning goals. Individual university tutors, their departments and institutions also have a large stake in this work. They are among the intended recipients of the findings of this research and their acceptance and action in line with some recommendations will ensure the study has practical impact on the experience of *ab initio* Latin students. The Classics community in general will also benefit through increased student enjoyment and retention in ancient language study. Researchers in ancient language pedagogy will benefit from the progress this thesis makes in adding to the understanding of how Latin is learned and to the body of knowledge about the potential benefits and challenges of CLT and in particular to the influence of communication and interaction in Latin on the quality of student reading. The methods developed for exploring reading fluency and engagement with texts through reading and drawing and the innovative exploration of Latin discourse will also provide a basis on which future Latin or other ancient language researchers can build. The study begins to fill a large gap in the field of ancient language teaching and learning and will inspire a new body of research to make further progress. Suggestions for further avenues for research are set out in section 6.4.

6.3 Recommendations

The findings of this study show that, in order to better facilitate achievement of Latin *ab initio* student goals and aims in UK universities, the following steps should be taken. First, tutors and university departments across the UK should revisit the reasons and aims for teaching and learning Latin in the context of Classics courses, and ensure that assessment and pedagogy are well aligned with those reasons and aims. In particular, it is desirable to reach consensus on the nature and level of reading skills to which students should aspire and to challenge the assumption that facility with grammar and the ability to translate word-by-word into the native tongue lead to, or indeed comprise, those desirable skills. The importance of promoting the enjoyment of early Latin learning for a wider group of students should also be recognised so that the study of Latin remains sustainable in UK institutions and works from the ancient world become more widely accessible as a source of pleasure and inspiration. Ideally, consultation on reasons and aims and reformulation of assessments and pedagogy will drive policy change in both universities and schools. In this way, those beginning their Latin studies at different points in their academic progress will experience compatible approaches and be able to continue study without having to adapt to radically different teaching methods.

In addition, this study demonstrates that broadening teaching methods to include the use of Latin in communication and interaction will deliver benefits in terms of student motivation and language learning success. (This change would also be in line with current recommendations in American schools). This will necessitate the introduction of necessary skills in teacher training across all education sectors, including providing teachers with the opportunities to experience these methods themselves. This can take place through face-to-face workshops organised in the

UK as well as online interaction with experienced practitioners worldwide, and the provision of video and audio material that demonstrates the communicative approach in action. It will also be desirable to commission or collaboratively produce teaching materials that facilitate this new approach. Practitioners and policy makers could also be connected across various social media to promote and provide support for adoption of new approaches. The study also noted the usefulness of some learning that took place through traditional methods, for example shared knowledge of principal parts contributed to participants' ability to negotiate meaning. This thesis does not therefore recommend discarding the grammar-translation method completely and recognises its value as part of a wider approach to Latin teaching.

This study has also demonstrated the explanatory value of language learning theories and reading theories in casting light on the way Latin learning takes place during communicative and interactive learning events, and how these events contribute to facilitating reading with comprehension. This success indicates the value of further research into language learning and reading theories with a view to suggesting and validating future changes in pedagogy. This and other suggestions for further research are considered in the following section.

6.4 Limitations of the Study

This section brings together and acknowledges some limitations of the study. A number of these reveal promising avenues for exploration in future research (see section 6.5).

6.4.1 Scope of the Thesis

The scope of this study narrowed as it evolved in order to allow a deeper exploration of its central topics: the effect of a communicative approach on Latin

learning, particularly reading, and the explanatory power of sociocultural theory in the context of Latin learning events. Topics set aside for future publications included a parallel exploration of pedagogy and theories for Ancient Greek, and an exploration of the use of technology to support and transform pedagogy. Work on these important areas will build on and benefit from the methods and results covered in this thesis (see sections 6.5.1 and 6.5.2).

6.4.2 *Ab initio* Latin in UK Universities – Student Consultation

In the investigation of student experience and opinions of UK university *ab initio* Latin modules, this study relied on information from Open University students. Focussing on the home institution of the thesis minimised the chances of disrupting participants' studies at key times as support with all aspects of student activities was provided by the OU Student Research Project Panel (SRPP). Help with contacting students individually was also provided through the OU Classical Studies department. However, while Open University students do present a varied body of participants, future research would provide a more comprehensive view of UK university student opinion and experience if it included representatives from other institutions.

6.4.3 UK University *ab initio* Modules and the Lexington Conventiculum

This study set out to explore ways of enhancing pedagogy in UK university *ab initio* modules and of increasing understanding how learning takes place. However, because of its innovative nature, there was no opportunity to witness or experience a communicative approach in practice in that environment. Instead, the Lexington *conventiculum* provided an ideal situation in which to observe and experience the effects of communicative teaching and interaction among experienced Latinists who were new to speaking – the nearest approximation that

could be found to the intended *ab initio* context. Acknowledging the mismatch between the situations of the observed and intended Latin learners highlight the need for further research into the benefits of a communicative approach in the context of UK university *ab initio* modules (see section 6.5.6). A recent interview with Prof Terence Tunberg about the active use of Latin revealed that he had successfully used elements of communicative teaching (though not total immersion) in an *ab initio* context (Lloyd, 2016, pp. 47-48), adding to the promise of success for others. In addition, two online communicative session with Open University *ab initio* students, undertaken as part of this study (though not reported in this thesis), proved enjoyable and helpful in developing Latin learning. Further research of this nature is necessary to establish benefits of both online and face-to-face interaction with UK university *ab initio* groups, and to gain a theory-based understanding of how learning takes place using these modes of communication.

6.4.4 Exploring Reading

The reading exercises developed for this study were innovative and provided some illuminating findings (see section 5.1.2). However, this study has identified some enhancements that would benefit future research. First, the use of reading texts at a variety of different levels of difficulty should be explored. Those chosen for this study, particularly the second text, contained unusual vocabulary whose meaning was difficult to discern from context. This made extensive dictionary use necessary and made it difficult for participants to demonstrate reading with comprehension (i.e. without recourse to replacing Latin words with English ones). Evaluating the use of more accessible prose texts for exploration of facets of reading could facilitate clearer demonstration of the effects of the use of Latin in communication and interaction.

In addition, while the written responses given in the reading exercises made

progress towards exploring reading with comprehension and reading with engagement, a better understanding of students' experience of reading would be gained through interviews, using text and pictures for stimulated recall immediately after the exercises were undertaken. See section 6.5.4 for recommendations for future research into reading.

Finally, it would be better to provide a glossary of unusual vocabulary, possibly with pictorial representation of meanings, rather than a dictionary, with each text. In this way, time and effort spent on looking up vocabulary would be reduced, freeing resources for concentrating on the meaning of the text and conditions for all participants would be made more uniform.

6.4.5 Subjectivity in Participant Observation

As a participant observer at the Lexington Conventiculum, I received an extremely warm welcome from the community. Some of the people I met there have become friends and some have subsequently helped me to disseminate my results (see Appendix F.6 for a link to recording of presentations including the conventiculum convener and attendees). Such positive relationships may have made me want to show the *conventiculum*, and therefore the benefits of CLT, in the best light. In line with good ethnographic practice (Denscombe, 2014, p. 88), I have reflected on the potential influence of my regard for the community on my research. I consciously included accounts of shortcomings as well as successes, basing my findings on the rich data I collected throughout my time with the Lexington community (see sections 3.4.2 and 5.1.1). I have also made readers aware of possible researcher bias (here and in section 3.4.2) and have triangulated my own views with the positive and negative comments of other participants (see section 5.1.3) and with the information generated from reading exercises (section 5.1.2) to give as balanced a view as I can achieve.

6.5 The Way Forward

This thesis is a seminal piece of work in the field of Latin teaching and learning. It has identified areas where further research would benefit the Classics community as a whole, and Latin and other ancient language learners in particular. It has also introduced innovative methods for increasing understanding of language learning events in the light of theories developed for modern languages and for exploring the benefits of different teaching approaches. This section will describe how future research will fill the gaps identified in scholarship and develop the methods devised in this study.

6.5.1 Other Ancient Languages

In order to produce a coherent and comprehensive piece of scholarship in this thesis, I chose to narrow its focus to Latin teaching and learning. Initially, however, the study included parallel research into the *ab initio* teaching of Ancient Greek at UK universities. This comprised a survey of CUCD representatives and exploration of the student experience of the Open University beginners' module for Ancient Greek. I intend that this work be published separately to contribute to the progress instigated by this thesis. In addition, extending the exploration of teaching approaches and learning theories, undertaken here for Latin, to cover Ancient Greek will facilitate delivery of benefits for more students of Classics related subjects. Similar research will also be of benefit in the context of any languages whose study is inspired by access to ancient texts and for which no native speaking group remains.

6.5.2 The Role of Technology

Recognising that technology has the potential to support, enhance and transform current pedagogy and that, ideally, its investigation would progress hand in hand

with that of pedagogy, this study began research into the benefits of a number of the opportunities that it presented. Initial findings showed the promise of benefits for students in using technology-based resources and activities developed for them, and in promoting the development and sharing of student-created resources. This work should be developed to both support and enhance current practice, and to lead to transformational change.

Supporting and Enhancing Current Pedagogy

This study made an initial exploration of the benefits of the resources listed below to support and enhance current pedagogy in UK universities. This work will be extended by offering further resources to students in and beyond the Open University. Learning events taking place during use of these resources should also be investigated through the perspectives of language learning theories developed for modern languages.

- Use of colour, audio-recordings and electronic flashcards in analysis and memorisation of paradigms and vocabulary
- Use of online dictionaries
- Collaborative translation using online document sharing tools

Transforming Current Pedagogy

This study also initiated exploration of computer mediated communication to facilitate interpersonal interaction in Latin at a distance. This included use of text chat and synchronous online spoken conversation (using Google Hangouts) with individuals and groups. This innovative work will be developed to promote the delivery of the benefits of communicative use of Latin to distance learners, to facilitate access to accomplished Latin speakers in distant locations, and to encourage interaction in Latin outside the classroom.

In addition, exploration of the potential of audio and video recordings to allow observation of Latin interactions between others and to provide spoken comprehensible input will help to compensate for the low numbers of Latin tutors currently trained to provide experience of communicative and interactive activities and will help to build up this capacity for the future. Research on the potential of technology begun by this study and its extension into a wider variety of resources and across different university contexts will be the subject of future publications.

6.5.3 Establishing Reasons and Aims for Teaching and Learning Latin

The study has highlighted the importance of gaining a better understanding of what it is that Latin learners want to achieve, and what institutions and tutors require of them and support them to achieve. This increased understanding will require consultation with student and teaching staff across universities and schools. The surveys and interview schedules developed for this study will be developed and refined to meet this need. It is important to speak directly with both students and tutors (in interviews or focus groups) so that their voices are clearly heard and their views considered when syllabuses are reviewed and designed. In particular, research into student aims and reasons for Latin study across all UK universities is necessary to broaden the perspectives covered here. It is also important that views of teaching staff and the wider Classics research community feed into a consensus on module aims and content so that these have a clear purpose and do not simply perpetuate current practices. This should include developing the concepts of 'reading with comprehension' and 'reading with engagement' so that they can be considered during policy decisions on assessment and pedagogy.

6.5.4 Understanding the Nature and Development of Reading Skills

Among the most innovative areas explored in this study are those of 'reading with comprehension' and 'reading with engagement', concepts that emerged from and were refined during the course of my work and that will guide future research.

Their development reflects expressions of dissatisfaction with reading attainment by Latin scholars, negative expectations of Open University students, ideas from sociocultural theory and from a survey of L1 and L2 reading research. This thesis has shown through analysis of the reading and drawing exercises designed as part of this study that some experienced Latin teachers demonstrate progress towards attainment of these skills. I intend to extend this research to gain a better understanding of how their approach to reading differs from that of less accomplished readers and how it has led to their development of these skills. This research will include the use of eye tracking of readers of varying ability to discover the extent to which they work through text from beginning to end in the natural Latin word order. Eye tracking will reveal contrasting evidence of looking for particular parts of speech (e.g. finding the verb first) or looking for agreement between nouns and adjectives that would suggest an analytical approach. The reading and picture drawing exercises used in this study will also be refined and enhancements will include exploration into the use of more accessible texts and increased use of stimulated recall (using either eye tracking data or drawings) to increase understanding of the reader's experience. Such research will also feed into the development of methods for assessing progress towards 'reading with comprehension' and 'reading with engagement'.

6.5.5 Current UK University Pedagogy

This study builds on research begun by the CUCD in 1995 by providing an up to date picture of teaching practices and tutor opinions of them. Further work is

required on establishing the factors that influence student success in *ab initio* Latin modules. This should include consultation with students themselves on what they felt helped or hindered them. In particular, investigation of factors that increase intrinsic motivation for a greater number of students is important for the sustainability of the study of ancient languages at school and university level.

6.5.6 Teaching Approaches and Language Learning Theories

This study has demonstrated benefits of a communicative approach to Latin teaching and explored how Vygotskian sociocultural theory as applied to language learning can help to explain communicative and interactive learning events. The innovative methods used in this study should be refined in line with changes proposed in section 6.5.3, and further research should be taken forward at immersion summer schools and in UK university teaching environments where possible. In particular, the reading exercises developed by this study should be refined so that future studies provide a clearer picture of the effects on reading of learning through communication and interaction. In addition, analysis of a wider range of recorded Latin discourse between Latin learners and facilitators will build on the understanding of how learning events take place that this study has developed.

In terms of casting further light on the activities taking place in Latin immersion events, exploration through the perspective of ‘communities of practice’ has great potential. The idea of Communities of Practice (CoP), was developed by Lave and Wenger (1991; and Wenger, 1998). Wenger has subsequently defined CoPs as ‘groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis’ (Wenger, McDermott, & Snyder, 2002, p. 4). A central construct of this theory is the idea of ‘legitimate peripheral participation’ whereby newcomers

‘move towards full participation in the sociocultural practices of a community’ (Lave & Wenger, 1991, p. 29). This idea, which arose from the concept of apprenticeship, can be applied to learning about any subject, and might prove particularly valuable in understanding the motivation and progress of newcomers to the Lexington *conventiculum* and similar gatherings where a community speaks Latin. Exploration of the explanatory value of this theory was beyond the scope of the current study but would be a very worthwhile addition to future research.

There remain, in addition to those mentioned here, a number of different teaching approaches and language learning theories developed for modern languages to be explored so that Latin study appeals to and delivers learning goals and enjoyment for a greater number of students.

6.6 Concluding Remarks

This thesis has presented compelling evidence for the need for change in Latin pedagogy if the needs and expectations of *ab initio* students in UK universities are to be met. It has developed new methods for exploring the effects of different teaching approaches and for using language learning theories to increase understanding of how those approaches promote learning. It has recommended the introduction of communicative and interactive learning opportunities alongside current methods to enhance student motivation for learning all facets of the language. The evidence presented also suggests that, through experiencing ‘living Latin’ and developing spoken language comprehension, students will increase their ability to read with comprehension and engagement. In addition, as a sociocultural view of language learning predicts, internalisation of language will facilitate its use as a tool for mediating between a reader and the written text. This study paves the way for further exploration of reading skills, teaching approaches and language learning theories for Latin and for other ancient languages and

recommends the transformation of current pedagogy based on the findings of this study and on future research arising from it. This transformation has the potential to make ancient language accessible and enjoyable for a wide variety of learners and to contribute to sustaining the study of ancient languages for future generations.

The original and impactful research produced in this study was made possible through collaboration between the Department of Languages in the Faculty of Education and Language Studies and the Classical Studies Department in the Faculty of Arts. Much that is innovative here builds on the cross-fertilisation of ideas emerging from fellow researchers in both disciplines. This demonstrates the value of working within the rich and inspiring academic environment of the Open University, and it is hoped that this study will contribute to this organisation's reputation for research excellence.

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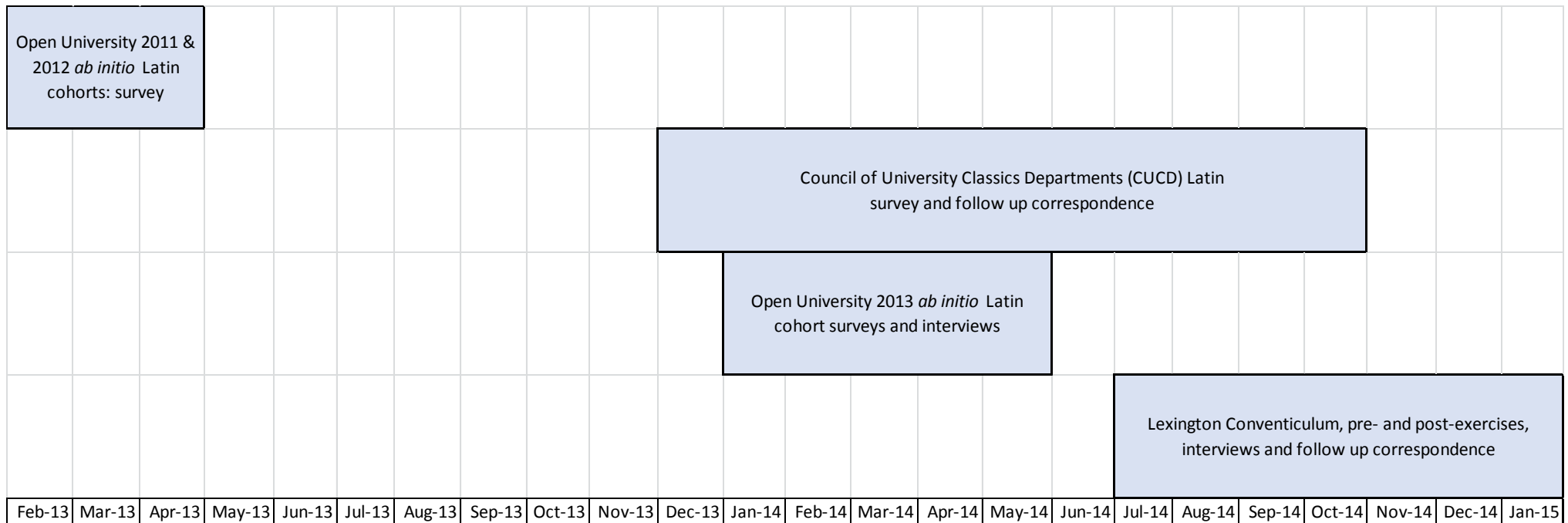
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A Data Summaries

A.1 Data Collection Timeline



A.2 Data Instruments, Participant Types and Response Numbers

Dates	Context / Participants	Instrument and Number of Responses	Participant Type
Feb – April 2013	OU <i>ab initio</i> Latin 2011 and 2012 cohorts (373 and 316 students enrolled)	Survey (50)	Students who had completed (20) or were studying the module (30)
Dec 2013 -May 2014	CUCD UK University Classics Departments (27 member universities)	Survey (27 tutors) Emails (3 tutors) Exam papers (6) Published module aims (19) Published tariff points for entry (23)	Latin tutor representatives (27) Online Searches
Jan – May 2014	OU <i>ab initio</i> Latin 2013 cohort (316 enrolled)	Invitation Survey (56) February Survey Interviews (8)	Students studying the module (316)
July 2014	Lexington <i>conventiculum</i> at the University of Kentucky, Lexington (approx. 90 attendees including beginner and more advanced speakers)	Reading exercises pre / post (6) Interviews (6) Email correspondence (4) Latin conversation recording (2) Researcher diary, journal notes and recordings (1)	Beginner speaker attendees (approximately 20) Researcher (as participant observer)

A.3 Contexts of Participant Providing Data for Research Questions

Research Question:	OU <i>ab initio</i> module 2011 & 2012 cohorts	CUCD Latin Tutors	OU <i>ab initio</i> module 2013 cohort	Lexington <i>conventiculum</i> participants (including researcher)
RQ1: <i>How well-aligned is current UK university ab initio Latin teaching with the needs and expectations of students?</i>				
RQ2 <i>What benefits can be shown for implementation of a communicative teaching approach in terms of helping students to attain Latin-learning goals?</i>				
RQ3: <i>To what extent does taking a Vygotskian sociocultural theoretical perspective on the analysis of communicative and interactive learning events have explanatory value in relation to the learning of Latin?</i>				

A.4 Informed Consent from Participants

Participants	Relevant Appendices and Questions	Information provided, distribution and indication of consent
OU <i>ab initio</i> Latin module students from 2011 & 2012 cohorts	email invitation: Appendix B.1 survey: Appendix B.2, Q.1	An invitation to take part was distributed via email. This included a description of the research and how data would be stored and used as well as contact details for further information (Appendix B.1). The survey itself also included this information as the first item. No person-identifiable information was required unless the student agreed to be interviewed. Informed consent for taking part in the research was indicated by entering student identification number at Q.21.
CUCD Latin Tutors	email invitation: Appendix C.1 survey: Appendix C.2 further correspondence: Appendix C.2, Q.35 - 37	Information on the research use of data was distributed via the online survey mailer system and consent given by proceeding to participate in the survey (Appendix C.1). Information about the survey was repeated as the first item in the questionnaire (Appendix C.2). Invitation to participate in further correspondence was included in the questionnaire too (Appendix C.2, Q.35 - 37).

Participants	Relevant Appendices and Questions	Information provided, distribution and indication of consent
OU <i>ab initio</i> Latin module students from 2013 cohort	email invitation: Appendix D.1 invitation survey: Appendix D.2 interviews: Appendix D.5	<p>Information about the research and the right to withdraw was given in the invitation email (Appendix D.1). This contained a link to the initial invitation online questionnaire where students ticked a box to indicate that they wished to take part in the research (Appendix D.2, Q.3). Students were assured their tutor would not be aware of their participation and that they could withdraw at any time.</p> <p>Participants were asked to indicate whether they were willing to take part in interviews in the initial invitation survey (Appendix D.1). The informed consent statement was sent out by email in advance of the interview (Appendix D.5). Participants confirmed acceptance, either by replying to the email or by indicating acceptance on the recording before the interview started.</p>
Lexington <i>conventiculum</i> attendees	email invitation (including informed consent statement): Appendix D.1.	An email containing an explanation of the research and the way in which data would be used was sent to all attendees at the <i>conventiculum</i> in advance of it starting. This included an informed consent statement that was signed on paper by all those who provided data to the study in any form.

A.5 Open University Research Approvals

Participants	Approval Body	Approval Date and Reference (for HREC and SRPP)
OU <i>ab initio</i> Latin module students from 2011 & 2012 cohorts	SRPP Data Protection HREC	01/02/2013 SRPP 2012/093 17/12/2012 06/12/2012 HREC/2012/1338/Lloyd/1
CUCD Latin Tutors	Data Protection HREC	17/12/2012 06/12/2012 HREC/2012/1338/Lloyd/1
OU <i>ab initio</i> Latin module students from 2013 cohort	SRPP Data Protection HREC	15/01/2014 SRPP 2013/097 15/11/2013 08/11/2013 HREC/2012/1338/Lloyd/2
Lexington <i>conventiculum</i> attendees	Data Protection HREC	02/05/2015 04/07/2014 HREC/2014/1684/Lloyd/1

B OU 2011 and 2012 *ab initio* Latin Student Cohorts

B.1 Invitation to Participate in Survey (2011 & 2012 cohorts)

OU *ab initio* module students – 2011 & 2012 cohorts

Invitation to participate in Survey (sent via email by SRPP)

The Open University

Walton Hall

Milton Keynes

MK7 6AA

United Kingdom

Tel +44 (0)1908 652422/652423

Fax +44 (0)1908 654173

www.open.ac.uk

Technology-Assisted Learning for Ancient Languages

Dear [FirstName],

I am contacting you because you have recently studied an Open University module in either Latin or Ancient Greek, or both. I would appreciate your help with some research which is aimed at helping the Open University and other institutions delivering ancient language courses to improve the resources they offer to students.

I am the Director of Postgraduate Studies in the Centre for Research in Education and Educational Technology (CREET), and I am supervising the

work of Mair Lloyd, a PhD student with the university. She is investigating current effectiveness of using technology in the teaching and learning of ancient languages and whether technology inspired by theories of modern language development might also prove beneficial. The results of her research will help teachers and institutions involved in the teaching of Latin and Ancient Greek to plan for provision of effective resources to future students.

You will not be required to provide any person-identifiable information, and it will not be possible for the researcher to trace the identity of the person completing any particular form. However, if you are willing to take part in an interview to give your views in more depth, you may leave your name and a contact email address. Your survey responses will then be held securely together with your contact details in compliance with the Data Protection Act. All results will, however, be published anonymously. You will not be named or identified in any other way in any research which is published as a result of this survey or as a result of taking part in an interview.

[To access the survey, please click here.]

Or copy and paste the URL below into your internet browser:

[Survey URL]

If you have a disability or an additional requirement that makes it difficult for you to complete the survey online, please contact the Survey Office by

email: IET-Surveys@open.ac.uk or telephone them on +44 (0)1908
652422/652423.

If you have any queries about how your information will be used, please
contact

[independent contact details]

Many thanks for your help,

Dr. Regine Hampel

Director for Postgraduate Studies,

Centre for Research in Education and Educational Technology (CREET)

The Open University.

Data Protection Information: This project is administered under the OU's
general data protection policy guidelines, which can be seen here:

<http://www8.open.ac.uk/students/essential-documents/files/essential-docs-pl/file/ecms/web-content/data-protection.pdf>

B.2 Survey 2011 and 2012 Cohorts

Technology Assisted Learning for Ancient Languages

Title1 Research Study into Technology-Assisted Learning for Ancient Languages

Thank you for completing this questionnaire – your anonymity is guaranteed. You may leave and resume completion of the survey at any point – your responses will be saved automatically. If you have any technical difficulties completing this questionnaire, please email the Student Statistics and Survey Team: IET-Surveys@open.ac.uk or telephone them on +44 (0)1908 652422/652423. Data Protection Information The data you provide will be used for research and quality improvement purposes and the raw data will be seen and processed only by The Open University staff and its agents. This project is administered under the OU's general data protection policy guidelines.

Title2 Research Study into Technology Assisted Learning for Ancient Languages

s1 Modules Studied

Q1 Which module(s) have you studied (in part and/or completed) in the last two years? (Please only select the modules you began in 2011 or 2012)

A297 Reading Classical Latin (1)

A397 Continuing Classical Latin (2)

A275 Reading Classical Greek (3)

Title3 Research Study into Technology Assisted Learning for Ancient Languages

s1 Modules Studied

Q2_A297 When did you start studying A297 Reading Classical Latin?

2011 (1)

2012 (2)

s2 Previous Experience

Q3_A297 Please select your level of study when you started A297 Reading Classical Latin *. (Please do count previous study even if it was undertaken many years ago)

Complete beginner (1)

Less than one year of study (2)

One or more years of study (3)

Li_A297 * Please also include any previous experience of Ecclesiastical or Medieval Latin against your Latin experience for the purposes of this survey.

Q4_A297 Please indicate how many years ago you began studying Latin:

Less than 5 years (1)

5 to 10 years (2)

More than 10 years (3)

Title4 Research Study into Technology Assisted Learning for Ancient Languages

s3 Resources/Activities Used

Q5_A297 You probably used some of the following resources or activities in your studies. Please indicate how useful you found each of them for language learning.

(Please select one for each row) A297 Reading Classical Latin – Open University

Resources:

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Did not use (6)
Set Textbooks: Jones and Sidwell, Reading Latin (Text, Grammar, Vocabulary and Exercises and OU Independent Study Guide) (1)						
Open University Study Resources (OU Study Guide, Calendar, Grammar Reference, Translation Booklet, Assessment Booklet) (2)						
Self-assessment Exercises (SAE 01 to 04 in Assessment Booklet) (3)						

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Did not use (6)
Face-to-Face Tutorials (4)						
Tutor Assistance (Telephone or email) (5)						
Interactive Latin Site (http://goo.gl/Tz9Zs) (6)						
Online A297 Discussion Forum (7)						
OUSA A297 & A397 Online Forum (http://goo.gl/9oOa4) (8)						
A297 Audio CDs (9)						

Q6_A297 (Please select one for each row) A297 Reading Classical Latin – Other
Resources (not provided by the Open University):

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Did not use (6)
Cambridge Latin Course Books (Cambridge School Classics Project – CSCP) (1)						
Cambridge Latin Course Website (CSCP) (http://goo.gl/p8rJi) (2)						

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Did not use (6)
Lingua Latina Book(s) by Hans Henning Orberg (3)						
Lingua Latina Familia Romana CD (4)						
Unofficial A297 & A397 Facebook Group (http://goo.gl/eAKHH) (5)						
Mair's Latin Pages (http://goo.gl/mRazD) (6)						

Q7_A297 Please list below other resources you used or are using, indicating how useful you have found them. Where relevant, please provide a weblink.

Q8_A297 Please explain briefly what you valued most about the two resources you found most useful:

Most useful resource: (1)

What I valued most about this: (2)

Second most useful resource: (3)

What I valued most about this: (4)

Q9_A297 Please explain briefly what you disliked most about your two least useful

resources:

Least useful resource: (1)

What I disliked most about it: (2)

Second least useful resource: (3)

What I disliked most about it: (4)

[omitted questions about other modules]

Title9 Research Study into Technology Assisted Learning for Ancient Languages

s4 Opinions on the use of technology for Ancient Languages

Q10 Please look at the following statements and indicate how much you agree with them: (Please select one for each row)

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I regularly use (or used) technology-based resources and activities while studying ancient languages. (1)					
I do not enjoy using technology in the study of ancient languages. (2)					
I benefit (or benefited) from using some technology-based resources and activities during my studies of ancient languages. (3)					
The use of technology makes the study of ancient languages more difficult. (4)					

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I would like the Open University to include more technology-based resources and activities for future modules. (5)					
In my opinion, using technology is not appropriate for teaching and learning ancient languages. (6)					

Q11 Please explain briefly what, if anything, you find most valuable in the use of technology for teaching and learning ancient languages:

Q12 Please explain briefly your reasons, if any, for disliking or objecting to the use of technology for teaching and learning ancient languages:

s5 Suggestions

Q13 Do you have any suggestions for other resources or activities which you think would be useful for ancient language modules? Please explain why you think these would be useful.

s6 Experience of learning other Languages

Q14 Have you previously learned a modern language?

- ☐ Yes (1)
- ☐ No (2)

Q15a Please indicate which modern language(s) you have previously learned.

(Please select all that apply)

- ☐ French (1)
- ☐ German (2)
- ☐ Italian (3)
- ☐ Spanish (4)
- ☐ Chinese (5)
- ☐ Other – please specify: (6) _____

Q15b Please tell us in what context you learnt the modern language(s). (Please select all that apply)

- ☐ School (1)
- ☐ Sixth-Form College (2)
- ☐ Open University (3)
- ☐ Other Distance Learning (4)
- ☐ Online Course (5)
- ☐ University (Face-to-Face) (6)
- ☐ Further Education College (7)
- ☐ Continuing Education (8)
- ☐ Living abroad (9)
- ☐ Other – please specify: (10) _____

Q16 Please list the three resources or activities you found most useful in learning any modern foreign language (These may or may not involve the use of

technology): (Please type your answers in the boxes that are applicable to you)

	Language Studied	Resources or activities found most useful	Did the resource or activity involve the use of technology?		Web address (if applicable)
	Which Language? (1)	What was most useful? (1)	Yes (1)	No (2)	Please provide link: (1)
1st Most Useful: (1)					
2nd Most Useful: (2)					
3rd Most Useful: (3)					

Q16b Please explain briefly why you found these resources or activities useful:

Title11 Research Study into Technology Assisted Learning for Ancient Languages

s7 Any Other Comments

Q17 If you have any other comments or suggestions which you think would be useful for this research, please include them here:

Title12 Research Study into Technology Assisted Learning for Ancient Languages

s8 Further Contact

Invitation to Participate in Interviews (2011 & 2012 cohorts)

OU *ab initio* module students – 2011 & 2012 cohorts

Invitation to Participate in Interviews (included as part of questionnaire)

Q18 Would you be willing to help further by talking to the researcher to discuss what you found useful in your studies?

- ☐ Yes
- ☐ No

Research Study into Technology Assisted Learning for Ancient Language

I am very grateful for your completion of the questionnaire and for your willingness to participate further. I would now like to arrange a convenient time for us to talk.

The interview will take no more than an hour to complete and it can take place on the telephone or via a Skype call, whichever you prefer. For telephone interviews, I will make the call to avoid any costs to you.

Q19 Please let me know when it would be convenient for me to get in touch.

Please offer times on at least two days between 15th March and 30th April. I can be available to make calls between 9am and 9pm on weekdays and at weekends.

Select Date Available

Select Time Available

Q20 Please enter your contact details below: (I will contact you via email to confirm the time of the interview.)

- Full Name: (as it appears on your Student Profile)
- Email Address:
- Telephone Number:
- Skype ID:

At any time during the research, you are free to withdraw and to request the destruction of any information that has been gathered from you, up to the point at which the information is used in analysis. The results of any research project involving Open University students constitute personal data under the Data Protection Act. They will be kept secure and not released to any third party. All personal data will be destroyed once the project is complete but data that is not linked to you may be retained for future research use. Your participation or non-participation will not affect your access to tutorial support or the results of your assessments.

Q21 Please provide your student personal identifier (PI) below the following statement to confirm your identity and indicate that you agree to it. By doing so you also indicate that you understand the purpose of the research, as explained in the invitation email, and accept the conditions for handling the data you provide: "I am willing to take part in this research, and I give my permission for the data collected to be used in an anonymous form in any written reports, presentations and published papers relating to this study."

- Student Personal Identifier (PI):

Many thanks, once again, for your participation in this research. Mair Lloyd, PhD Student, Centre for Research in Education and Educational Technology.

B.3 Coding Method Sample – Summarising Comments

Comment on Reading Latin (all comments as submitted)	Comment Summary
Broken down into smaller exercises and topics – made it easier to study in bits of time.	manageable chunks
Takes you through the material in more detail than any other source, and is helpful with memorization	detailed
The Grammar was good but needed to learn way round it to get the optimum use.	difficult to navigate
The language structures and vocabulary were introduced in stages in the texts so that it was possible to identify which were the focus of a particular section. They were not introduced in a way that seemed too artificial. The texts were all interesting and enjoyable to read. I liked the pace of the language learning as set out in the <i>GVE</i> . I also liked the explanations of the various grammar points. The exercises were useful – I preferred to work through them all rather than just the ones picked out by the OU study guide.	manageable chunks interesting enjoyable well explained useful exercises
– because I could read it – over and over again.	provides reading practice
clear lay out, focus on course content and back up info	clear layout focus on course content
I have found that working through the translations and exercises in each section has been a brilliant way to build up the language. Translating real plays keeps me motivated as I want to find out what happens next! Also we are introduced to the grammar at a good pace and I find that as I progress through the course I understand more and more and rely less on explanations and vocab lists. Finally having the OU provided material with answers to exercises and translations allows me to effectively check my work.	useful translations interesting translation useful exercises appropriate pace effective for grammar learning
A clear help to find the right way to read a difficult text	clear help with reading

Comment on Reading Latin (all comments as submitted)	Comment Summary
I found that these gave clearer information for me to try to learn – however when I would try to take what I was learning from these materials back to the cambridge latin course books, at later stages in the study, it didn't seem to make sence.	well explained
Everything was explained clearly and the exercises really helped.	well explained useful exercises
Their style was rather old fashioned and dry but it was very thorough and I liked how detailed and straightforward it was.	old fashioned dry detailed well explained
It's the basis for the course so couldn't have managed without it, but it is not easy to use physically and once passed a section, it is not easy to find previously studied material.	focus on course content difficult to navigate
Its very straightforward in presentation. I found the order logical and carefully thought through and the explanations clear and simple. The odd dash of humour certainly helped too. It gave me the nuts and bolts with which to get to gripps with the set texts quickly and satisfyingly.	clear layout logical progression well explained humour helpful with reading
not the most clear of books, but nonetheless they provided the necessary material for a difficult subject.	focus on course content not well explained
The structure of the book, I have accessed this everyday since starting the course and although it is massive I carry it to work and back.	well structured
Easy to follow. Concise.	well explained concise
It is a very comprehensive book – I know others greatly dislike it, but it seems to work for me.	comprehensive
Uninspiring and over complicated. These texts would discourage anyone without prior knowledge	uninspiring too complicated

Comment on Reading Latin (all comments as submitted)	Comment Summary
Too few examples of concepts introduced. The fact that everything was in different books.	not well explained difficult to navigate
Contains some mistakes, which after the long time this course ran shouldn't be there anymore. Doesn't distinguish clearly between important and not so important bits. Sometimes very much but unnecessarily confusing set-up: declensions are shown with accusative as 2nd case, not genitive, which should be the case and which would comply how the vocabulary is set up (e.g. "caput, capitis – head" is listed in the vocabulary, but on page 105, where the declension of "caput" is shown, the 2nd case is the accusative, while genitive appears in third place only). I also disagree with using the letter "u" when a "v" is meant (I do agree that it is relevant to be aware that one letter only was used in the past, but today I believe this to be overkill with no added value).	contains mistakes not clear what is important confusing U and V
This sounds harsh, as obviously we need a proper course to follow, and I wouldn't want it to be totally online – I like to have books to carry around. However, it's rather old-fashioned, wordy and cramped, and the print is too small, especially for the vocabulary – why does it all need to be italicised? Also, the comb-binding means that some of the text is obscured by holes! This needed to be done more carefully. I find the section numbering confusing too.	old fashioned wordy print too small comb binding obscures text difficult to navigate
Sometimes confusing	confusing
writing too small, too cramped and not easy to follow	print too small
I found that I needed too many books open at the same time. I think you should write your own course. The set texts are good, once you work out how they work – which is no easy task!	difficult to navigate useful texts

Comment on Reading Latin (all comments as submitted)	Comment Summary
<p>Where do I begin?! I have found this book incredibly frustrating to use. / The grammar points are very poorly set out with noun declensions often printed across two pages (which never stay open!) making it very difficult to learn the pattern of noun and adjective endings. / It is very easy to miss important items because they are often buried in a mass of text. Fortunately our tutor has given us a handout of important grammar she thinks we will have missed in <i>GVE</i> because it's importance has not been emphasised.</p>	<p>frustrating poor layout not clear what is important</p>

B.4 Sample Thematic Analysis of Comment Summaries

Reading Latin – Positive Comments	Reading Latin – Negative Comments
<p>Usability</p> <p>Well explained</p> <p>Well structured</p> <p>Manageable chunks</p> <p>Logical progression</p> <p>Appropriate pace</p> <p>Straightforward</p> <p>Detailed</p> <p>Comprehensive</p> <p>Focus on course content</p> <p>Reading</p> <p>Clear help with reading</p> <p>Practice</p> <p>Useful exercises /repetition / memory help / readings / translations</p> <p>Emotions</p> <p>Humour</p> <p>Interesting</p> <p>Enjoyable</p>	<p>Usability</p> <p>Poor layout / structure</p> <p>Pace too fast</p> <p>Text too small</p> <p>Difficult to navigate</p> <p>Too much changing between books</p> <p>Too much detail</p> <p>Confusing</p> <p>Complicated</p> <p>Not clear what is important</p> <p>Reading</p> <p>Vocabulary needed to make text readable</p> <p>Practice</p> <p>Few examples</p> <p>Emotions</p> <p>Discouraging</p> <p>Frustrating</p> <p>Old fashioned</p> <p>Other Negatives</p> <p>Comb binding (when present) obscures text</p> <p>Case order</p> <p>Mistakes</p> <p>U for V</p>

C Council of University Classics Departments (CUCD)

C.1 Invitation to Participate in CUCD Survey

CUCD Latin Tutors

Invitation to participate in Survey (sent via Qualtrix mailer system)

Dear [First Name],

Your details have been provided to me by your Council of University Classics Department (CUCD) representative, who has nominated you to complete the CUCD Latin Teaching Survey on behalf of the [University Name]. Thank you very much for taking the time to complete the survey. I would be very grateful if you could aim to submit it before the end of **March 2014**.

Results will be shared via the CUCD Bulletin and may also be used as the basis of academic research. Survey responses will be strictly confidential – no participating individual or university will be named in any report produced from responses to the survey.

There are 37 questions in all, but some will only appear if appropriate options are chosen for other questions. If you would like to look through them all before you start the survey, you can see a preview here: [CUCD Latin Survey Preview](#). You will then need to click the 'Take the Survey' link below to start filling in your answers. Your responses will be saved as you move forward and backwards among the pages, and the final page will allow you to view the entire questionnaire with the responses you have entered; this can be saved as a PDF if you wish to keep it for future reference. Your responses will only be submitted when you click the forward button (>>) at the bottom of the final page. You may leave the survey

at any point and your responses will be saved; you can then return to complete the survey using the 'Take the Survey' link provided below.

To complete your responses please follow this link:

[Survey Link]

or copy and paste the URL below into your internet browser:

[Survey Link]

Please do not hesitate to contact me at mair.lloyd@open.ac.uk if you have any questions about the survey or need help with navigating through it.

Kind regards,

Mair

Mair Lloyd

PhD Student – eLearning for ancient languages

The Open University

01908655696



Introduction

Dear Colleague,

This survey, run in conjunction with the Council of University Classics Departments (CUCD), investigates current practice in teaching *ab initio* Latin and Ancient Greek modules at UK Universities. This questionnaire covers Latin teaching (there is a separate questionnaire for Greek). Where possible, information collected will be compared with the results of the survey undertaken by CUCD during 1994 in order to highlight changes made in the interim, and to report on current and planned practices in Classical Language teaching. Results will be reported via the CUCD Bulletin so that they are available to all staff teaching Classics at UK universities. They may also be used as the basis for academic research.

Survey responses will be strictly confidential – no participating individual or university will be named in any report produced from responses to the survey. If you have questions at any time about the survey or the procedures, please contact Mair Lloyd, Open University Research Student and Survey Administrator at mair.lloyd@open.ac.uk

Thank you very much for your time and support.

Dr James Robson

Senior Lecturer and Head of Department of Classical Studies

The Open University

You may leave the survey at any point and come back to complete your answers using the link provided.

Please start the survey now by clicking on the >> button below right.

Q.1. This questionnaire should be completed by the member of staff who is most familiar with current practice in the teaching of *ab initio* Latin courses within your department, or by another delegated colleague, consulting others where necessary. One person should complete the questionnaire on behalf of the whole department. It will take approximately 30 minutes to complete the questionnaire and you will need to have information about enrolment and results for the most recent complete *ab initio* Latin module (numbers of undergraduates and postgraduates enrolled, passed, failed and withdrew). You may leave the questionnaire at any time and return using the original link provided.

Previous answers will be saved.

Please select the university to which your answers relate. This is required to ensure there is no duplication of input and that all CUCD universities complete the questionnaire. Please note that no individual or university will be named in any report from this data.

Aims of *ab initio* Modules

Q.2. In your personal opinion, what is the single most important reason why a student on a Classics or Classics-related degree course should study an ancient language (Latin or Ancient Greek)?



Q.3. Using your own judgement, please indicate the level of importance of the following aims for the *ab initio* module(s) in Latin in your university (0 represents 'totally irrelevant' and 5 represents 'extremely important').

If you have a statement of the aims for your *ab initio* module(s), please also send a copy or link to mair.lloyd@open.ac.uk

	0	1	2	3	4	5
To provide students with the basic level of linguistic competence desirable in a Classics graduate						
To give students basic tools to examine texts in the original language						
To enable students to work towards translating original texts into English						
To enable students to work towards reading original texts with fluency and with appreciation of the language used						
To improve students' understanding of English grammar and vocabulary						
To test aptitude and interest for further study of the language						
To enhance students' understanding of ancient cultures which used the language						

Q.4. If you think there are other important aims for the *ab initio* module(s) in Latin in your university, please include them here along with a rating of their importance:



Requirement for Ancient Languages

Q.5. Is previous study of one or more ancient languages necessary for entry into any Classics-related degree programmes offered within your department? If so, please list the degree programmes and the language requirement for each. Please include language requirements for entry into both undergraduate and Masters level programmes.



Q.6. Is successful completion of one or more ancient language modules necessary in order to complete any of the Classics-related degree programmes offered within your department? If so, please list the degree programmes and the language requirement for each. Please include language requirements for completion of both undergraduate and Masters level programmes.



Q.7. Are there any Classics-related degree programmes in your department which do **not** require successful completion of an ancient language module? If so, please list these degree programmes, but do not include joint honours degrees with other subject areas. Please do include both undergraduate and Masters level programmes here.



Nature of *ab initio* Module(s)

Q.8. Is there a single ***ab initio*** Latin module or more than one module aimed at different types of student (e.g. complete beginners and advanced beginners; undergraduate and postgraduate)?

- ☐ Single module
- ☐ More than one module

Q.9. Please describe the different *ab initio* Latin modules and how students are assigned to each:



Q.10. Over what period of time is the *ab initio* Latin module normally studied (ie one term, semester or year)?

(If there is more than one *ab initio* module, and modules are studied over different periods of time, please describe the time period for each).

Q.11. How many contact hours are there per week for the *ab initio* module(s) offered?

(If there is more than one *ab initio* module, and modules have different contact hours, please describe contact hours for each).

Q.12. In addition to contact hours, roughly how many hours per week of private study are students expected to do for the *ab initio* module?

(If there is more than one *ab initio* module, and modules differ in hours of private study, please provide hours of private study for each).

Q.13. How many credit points (CATS points) does the *ab initio* Latin module carry?

(If there is more than one *ab initio* module, and modules differ in the number of CATS points awarded, please include the CATS points for each module).

Q.14. Please complete the table for students enrolling on the most recent *ab initio* Latin module for which you have data (include students from all

graduate and postgraduate courses). Please make an estimate if exact figures are not available.

	Undergraduate Students	Postgraduate Students
How many enrolled?		
How many successfully completed the course?		
How many failed the course at the first attempt?		
How many withdrew?		

Q.15. Please indicate the academic year to which the information above relates:

- ☐ 2012-13
☐ 2011-12
☐ 2010-11

Q.16. Please indicate (or estimate) class sizes for each group taking an *ab initio* Latin module:

Q.17.

Please indicate the level which *ab initio* students are expected to reach by the end of their first year of study (this may comprise more than one module) and the number of credits which they gain for this. This may be described in

terms of the chapter which students are expected to reach in a set textbook or in terms of GCSE, AS level or A level equivalence. (N.B. if students take more than one module in the first year, please try to describe the level they reach after each module.)

Assessment Methods

Q.18. How is the *ab initio* Latin module assessed?

Tick as many as appropriate to cover assessment methods for all *ab initio* modules.

- ☐ Unseen final exam
- ☐ In-course tests
- ☐ Other assessed coursework

Q.19. Please list any other forms of assessment used in the *ab initio* module(s).

Q.20. If in-course tests or other assessed coursework or other forms of assessment contribute to the overall module assessment, at how many points during the module are these components undertaken?

Q.21. What proportion of the total marks for the module does each assessment component carry?

Q.22. What types of question or exercise do you use in the final exam for the ***ab initio*** Latin modules (tick as many boxes as apply in any ***ab initio*** module)?

Please also provide a copy of the latest final exam paper(s) to mair.lloyd@open.ac.uk.

- ☐ Translation of single words or phrases from Latin to English
- ☐ Translation of Latin sentences into English
- ☐ Unseen translation of continuous Latin passages into English
- ☐ Prepared translation of continuous Latin passages into English
- ☐ Grammar questions (e.g. parsing or manipulation of forms)
- ☐ Translation of single words or phrases from English into Latin
- ☐ Translation of English sentences into Latin
- ☐ Unseen translation of continuous English passages into Latin
- ☐ Comprehension questions
- ☐ Other
- ☐ Other

Q.23. Is the use of dictionaries allowed in exams or other assessments for the ***ab initio*** module(s)?

- ☐ No
- ☐ In exams only
- ☐ In other assessments only
- ☐ In both exams and other assessments


Course Books

Q.24. Which of the following course books are used on the ***ab initio*** Latin module(s) at your university?

Please tick all which you personally use in your teaching as well as those (if any) which you are aware are being used by colleagues at your university.

- ☐ Jones & Sidwell, Reading Latin
- ☐ Cambridge Latin Course Books (CSCP)
- ☐ Oxford Latin Course Books
- ☐ Betts, Teach Yourself Latin
- ☐ Wheelock, Latin: An Introductory Course
- ☐ Other
- ☐ Other

Q.25. Please indicate the major strengths and weaknesses (if any) of the course books chosen for ***ab initio*** teaching. If more than one set of books is in use in your university, please indicate here also the books to which your comments relate.



Class Activities

Q.26. Which of the following activities take place during classes on the ***ab initio*** Latin module(s)

(you may tick multiple answers)?

- ☐ Teacher explains Latin grammar points in English
- ☐ Teacher reads Latin aloud
- ☐ Students read Latin aloud individually
- ☐ Students read Latin aloud in groups
- ☐ Teacher asks questions aloud in Latin

- ☐ Students answer questions aloud in Latin
- ☐ Students translate unseen Latin sentences into English
- ☐ Students go through prepared Latin into English sentences
- ☐ Students translate unseen continuous Latin texts
- ☐ Students go through prepared continuous Latin texts
- ☐ Students complete grammar exercises
- ☐ Students translate English sentences to Latin
- ☐ Students translate continuous English texts to Latin
- ☐ Students write in Latin expressing their own ideas
- ☐ Students speak in Latin expressing their own ideas
- ☐ Working with dictionaries
- ☐ Comparison of published translations
- ☐ Instruction about non-linguistic aspects of culture
- ☐ Students work individually
- ☐ Students work in groups
- ☐ Other
- ☐ Other

Q.27. Please describe what you perceive as the strengths and weaknesses
(if any) of the most useful activity or activities undertaken in class.

Working outside the classroom

Q.28. Which of the following activities are required of ***ab initio*** students
outside class time?

- ☐ Memorising grammar or vocabulary
- ☐ Completing grammar exercises
- ☐ Translating Latin sentences to English
- ☐ Translating continuous Latin text to English
- ☐ Preparation of Latin passages for translation in class

- ☐ Composition in Latin expressing own ideas
- ☐ Other
- ☐ Other

Q.29. Please describe what you perceive as the strengths and weaknesses (if any) of the most useful activity or activities undertaken outside class time.



Supplementary Materials

Q.30. Which of the following materials are used for *ab initio* teaching (please list those you use personally and those you are aware of other colleagues in your university using)?

Please include anything which you use in class or which you actively encourage students to use in their own time.

- ☐ Audio recordings in Latin
- ☐ Video with Latin soundtrack
- ☐ Computer or mobile device-based flashcards for vocabulary learning
- ☐ Computer or mobile device-based drill / testing (e.g. for vocabulary or grammar)
- ☐ Texts with hyperlinks for morphology (e.g. Perseus website)
- ☐ Computer or mobile device-based dictionaries / morphology tools
- ☐ Internet (or intranet) based tools for working in groups
- ☐ Any other computer-based resources
- ☐ Any other mobile apps (applications) for smartphones, iPad etc.
- ☐ Other
- ☐ Other

Q.31. Please describe the strengths and weaknesses (if any) of what you consider

the most useful supplementary materials.

Attitudes to Technology

Q.32. Would you say that the use of technology for Latin teaching is actively embraced by colleagues within your the Classics department or Classics-related subject area?

Here, 'technology' covers anything that involves using a computer or mobile device (including internet use) or any audio or video recording.

- ☐ Yes
- ☐ Yes for the most part
- ☐ Levels of engagement vary
- ☐ Only by a minority
- ☐ Not really

Further Comments and Participation

Q.33. Are there materials or resources that you or your colleagues have developed specifically for *ab initio* students? If so, please briefly describe them here:

Q.34. The results of this survey will be used to provide a snapshot of current practice in *ab initio* Latin teaching in UK universities, with particular emphasis on finding and sharing knowledge about innovative approaches to help students on these courses. If you have any further comments you would

like to make which you think relevant to this research (e.g. success stories or future plans), please include them here.



Q.35. Would you be willing to speak to the researcher via telephone to assist with this research?

The telephone interview would take no more than 30 minutes.

- ☐ Yes
- ☐ No

Q.36. Please provide an email address where you can be contacted to arrange the telephone interview.



Q.37. Please provide a telephone number which can be used for the telephone interview.



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C.3 CUCD Other Text Books in Use

Text Book	Number of Universities
Keller, S. & Russell, A., Learn to Read Latin	2
Shelmerdine, S., Introduction to Latin*	2
Powell, J.G.F., Veni Vide Vince (unpublished)	2
Maltby, R & Belcher, K., Wiley's Real Latin	1
Colebourn, R., Latin Sentence and Idiom	1
Moreland, F. L. & Fleisher, R. M., Latin: An Intensive Course	1
Goldman, N. & Nyenhuis, J. E. Latin via Ovid	1
Oulton, N.R.R., So you really want to learn Latin	1
in-house course	1
unnamed textbook	1

* One university mentioned this textbook as having been used in the past, but recently replaced by Jones & Sidwell, *Reading Latin*.

C.4 CUCD email follow up questions (1)

Dear [tutor name],

[personal greetings and preamble]

Because communicative approaches are very important in my own PhD research, I just wanted to follow up with you on a couple of your responses.

In question 26, you ticked both options:

- Teacher asks questions aloud in Latin
- Students answer questions aloud in Latin

Please could you tell me a little more about this. Is it common practice for students and tutors to use Latin to ask and answer questions in class in [university name] or is it just one or two tutors who do this? Is it something you do yourself? If so, what inspired you to do it and what do you think it adds to the learning experience?

I have attached your questionnaire so that you can see the question I mean.

Thanks very much for your time and your help,

Mair

C.5 CUCD email follow up questions (2)

Dear [tutor name],

[personal greetings and preamble offering telephone interview]

Alternatively, if you would prefer to briefly answer some of the following questions by email, I would be really grateful!

Thank you very much for your help,

Mair

Questions about you as a Latin learner:

- When did you start using Latin actively to hold conversations?
- What made you do this? What did you want to achieve by doing this?
- Tell me about your experiences of using Latin actively. (Include communication in writing as well as speaking).
- Have you used any technology to communicate in Latin? (eg Skype, email)
- Do you think using Latin actively has helped you with reading ancient texts and how has it helped (if it has)?
- What kind of fluency have you achieved reading texts?
- How important is the social aspect of active Latin to you? Have you made friends through this activity?

Questions about your teaching

- What communicative approaches do you use in class? Do students communicate in Latin by speaking or writing or both?
- As a tutor of active Latin, what effects of active use have you noticed in students?
- Are you using any other types of technology to support your teaching eg online dictionary, flashcards
- Has technology caused any problems for you or made anything easier?

D Open University 2013 Cohort

D.1 Invitation to Participate in Research – 2013 cohort

Invitation to Take Part in Research Activities (sent out via Open University internal mail messaging system)

Dear A297 student,

We are contacting you to draw your attention to some Latin learning resources which you may find helpful in your studies. These resources are being put together by Mair Lloyd, a PhD student here at the Open University as part of a project which aims to identify ways of helping beginner Latin students in their studies. It is particularly aimed at helping students who are new to Latin and who may be finding the language challenging, but all current A297 students are very welcome to make use of the website.

There is also an opportunity to contribute to the evaluation of the resources. The results of this evaluation will be shared with the module team here at the Open University and with teams at other universities to improve understanding of what is most useful and why students benefit from particular types of support. However, you may use the website without taking part in the evaluation.

If you decide to take part in the evaluation, you will be asked to give your opinion of the resources after you have tried them out. You will do this by using voting buttons and leaving comments on the web site. You will also be asked to answer a very short questionnaire on a monthly basis, between February and May. Some students will be invited to take part in interviews or focus groups, but this will not be expected of all participants. You may withdraw from evaluation of resources at any time.

Your participation and responses will be confidential and tutors will not be aware of whether you have taken part or not. No individual will be named or identified in any

reports derived from your input.

If you would like to use the website or contribute to the evaluation, please follow this link and complete the online form:

https://qtrial.qualtrics.com/SE/?SID=SV_cYKg7YKgAAOSjRj

(if the link does not open automatically, please copy and paste the it into your internet browser).

You may also contact Mair Lloyd via email at mair.lloyd@open.ac.uk if you would like to ask any questions about the project.

Thank you for considering this opportunity,

The A297 Module Team

D.2 Initial Invitation Survey – 2013 Cohort



Default Question Block

Thank you very much for your interest in using 'Mair's eLatin Resource Gateway' website. There, you will find links to some resources and activities which may help with your Latin studies. However, there is no obligation to use them – you have already been provided with all the resources necessary to complete the A297 module. Your tutor will not know whether you have used the 'Gateway' site or not.

The 'Gateway' site will only be open to current A297 students and you will need access permission and a 'Wordpress' account to use it. If you do not have a 'Wordpress' account, you can create one via [this link](#). You will also need to provide your email address to be given access the site.

Your contact details and any information you provide will be held securely in compliance with the Data Protection Act. You will not be named or identified in any publication arising from this research project, either by completing a questionnaire or as a result of taking part in any interview or focus group.

Q1 Are you currently a student on the Open University A297 course?

☐ Yes

☐ No

Q2 Please provide your email address so that you can be given access to 'Mair's

eLatin Resource Gateway':

(This should be the same email address you use for your Wordpress account).

Q3 Would you like to contribute to evaluation of the resources on Mair's eLatin Resource Gateway' ?

(You may withdraw from participating at any time without notice.)

☐ Yes

☐ No

Thank you very much for considering contributing to evaluation of resources on 'Mair's eLatin Resource Gateway'.

Please provide the following information:

First Name:

Surname:

Q4 Number of years studying Latin prior to starting A297:

(please do count all previous study even if it was a long time ago)

no previous	less than one	one to two years	more than two
study	year		years



Q5 On a scale of 1 to 5 where 1 is 'very easy' and 5 is 'extremely difficult',
how challenging are you finding the A297 module?

1 - very easy 2 3 4 5 - extremely
difficult



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D.3 February Survey – 2013 Cohort



Default Question Block

Thank you very much registering to use my [eLatin Resource Gateway](#). I would be very grateful if you would answer the following very short survey to help me with my research. You are very welcome to continue using the site (and voting and commenting there if you have time) even if you don't wish to complete this form.

I am very grateful for your participation so far,

Mair

Q1 Are you still currently registered as a student on the Open University A297 course?

☐ Yes

☐ No

Q2 If you have withdrawn from the course, please can you suggest any help which might have enabled you to continue.

A text input field with a light gray border and a light gray background. It has a small 'X' button in the top right corner and a 'Go' button in the bottom right corner.

Q3 Please tell me what you want to achieve by studying the A297 module.

What is it that you would most like to be able to do at the end of it?

Q4 On a scale of 1 to 5 where 1 is 'very easy' and 5 is 'extremely difficult', how challenging are you finding the A297 module?

1 - very easy 2 3 4 5 - extremely difficult

☐ ☐ ☐ ☐ ☐

Q5 Which resource or activity from Mair's eLatin Resource Gateway website have you found most useful for your studies over the past month?

(You may only choose one from the list.)

Q6 Please describe why this resource has been useful to you and how you went about using it.

Q7 Please describe any other resources which you have found which you think should be included on the website. You may also request completion/extension of any of the resources already on the website (eg. more verb endings files) though I cannot promise to fulfil all requests.

Q8 If you have any other comments about your experiences with learning Latin or

with this project which you think would be helpful to other students or to me,
please make them here:



Survey Powered By [Qualtrics](#)

D.4 List of Interviews – 2013 Cohort

Student Pseudonym	Time and Date	Duration (mins:secs)
Katherine	14:30 27/04/14	50:42
Diana	21:50 29/04/14	29:34
Oliver	19:00 7/05/14	18:53
Hermione	19:30 8/05/14	50:19
Zeta	20:00 9/05/14	40:40
Dawn	11:30 10/05/14	37:25

D.5 Informed Consent Statement

Sent out by email in advance of interviews

Dear [participant name],

Just sending you this official consent information for the interview. Please can you reply saying you have read this and consent to me recording our interview for the purposes of my research? Alternatively, we can agree this at the beginning of the interview. Looking forward to talking to you,

Mair

Informed Consent for Interview:

- I understand the purpose of the research I am taking part in.
- I understand that at any time during the research I am free to withdraw and to request the destruction of any information that has been gathered, up to the point at which the information is used in analysis.
- I agree that the information that I provide can be used for educational or research purposes, including publication, on the understanding that I remain anonymous in all such use.
- I understand that the results of any research project involving Open University students constitute personal data under the Data Protection Act. It will be kept secure and not released to any third party. No person-identifiable data will be retained once the project is complete.

D.6 Interview Script – 2013 Cohort

(semi-structured – aim to cover all questions but follow the most natural order if students take conversation in a different direction and allow exploration of relevant comments volunteered beyond scope of questions).

- Close down all competing programmes – e.g. Skype
- Agree informed consent
- Start recording
- Agree informed consent again on recording

Questions

Establishing reasons for studying Latin and aims for this module. Confirming or challenging the idea that students' main motivation is to read/engage with texts.

Q1 When did you first study Latin and what attracted you to it?
(icebreaker and may cover reasons for studying)

Q2 Why did you enrol for A297 – what did you want to be able to achieve at the end of it?

Q3 [*if reading texts was mentioned*] Would you be happy with being able to translate texts using a dictionary and grammar aids or would you ideally like to be able to read them more easily? For what purpose (if not already volunteered)

Establishing views on current teaching methods

Q4 How are you finding the Latin module? What do you think of the way it approaches teaching Latin?

Q5 Are there any ways you would improve it?

Establishing views on technology tried and in general

Q6 How do you feel about the items you have used on the website? Have any been particularly useful? Do you think any of the things you have seen on my site would be worth including in a future course?

Q7 Are there any aspects of learning Latin you think technology is particularly good for or any particularly good technology resources you have found elsewhere?

Q8 Is there anything which has helped you with remembering words and grammar? Has that helped you with your reading / translating?

Q9 Have you had any problems with the technology you have used – mine or other?

Establishing views on the effect of using Latin for communication

Q10 How do you feel about trying to communicate with other students in Latin either by speaking or by writing? Why?

Q11 Have you found that trying to communicate in any other language helped you to remember and recognise words when reading in that language?

Q12 Why do you think it would or would not help with Latin?

Q13 If you were communicating out loud, would you prefer to be speaking with other students or would you like the session to be led by a tutor? Why?

Establishing views on group working

Q14 How do you feel about taking part in group activities with other students? Why?

Q15 Do you have any experience of working in groups without a tutor present? How important is it for a tutor to be with you when groups work together? Why?

Another chance to pick up emerging themes

Q16 Would you be willing to talk to me again after the exam?

D.7 Sample Summarisation of Interview Information

Extract from Interview with Hermione (2013 student cohort 08/05/2014)

[00:14:45] Mair: Q4 So how do you like the way that the current course approaches teaching Latin?

[00:14:53] Hermione: on the whole. I am not sure I always like the book, the main textbook. I find that's a bit difficult to understand sometimes I think it's sometimes it's more confusing than it needs to be for me

[00:15:16] Mair: In what way?

[00:15:16] Hermione: I'm trying to be more specific but I can't be at the minute erm ..

[00:15:22] Mair: how did you find all the memorising work with it?

[00:15:26] Hermione: well I am yea I do have a bit of trouble with the memorising erm there is so much to do . started off well (laugh) but of late erm there's just so much it's very difficult to I don't know whether that's partly because I'm older .. I don't know

[00:15:48] Mair: well it doesn't get any easier I don't think (laughs) but it isn't that that you objected to in the course?

[00:16:00] Hermione: No. No. I just find I felt as if the book jumps about a bit and I don't know erm yea things aren't always so easily and so clearly explained I think that sometimes I'd be in a lot of explanations that I'd rather not have if you know as well erm ...

[00:16:21] Mair: yea yea

... like when they give you a declension or something instead of writing it out and leaving it at that they then have a whole paragraph of compare it with this and compare it with that and I usually end up just ignoring that bit 'cause it just ends up confusing me or they're saying it's like this noun and that noun and that ending and these are all the same as that – do you know what I ...

Summary of information on textbooks:

Hermione found the 'main textbook' (probably Grammar Vocabulary and Exercises, *GVE*) difficult to understand and unnecessarily confusing with explanations including too much extraneous detail.

E Lexington conventiculum

E.1 Invitation to Participate in Research

Lexington Latin Total Immersion

**Invitation to take part in Interviews and Exercises
(emailed in advance and signed in Lexington)**



**Research into the Effects of Conversational Latin
Lexington Latin *conventiculum***

July 2014

**Mair Lloyd mair.lloyd@open.ac.uk
<http://edtechphd.wordpress.com>**

As part of my PhD in Education at the Open University in the United Kingdom, I am investigating the benefits of using conversational Latin. Professor Terrence Tunberg has given his permission for me to undertake some of this research at the Lexington Latin *conventiculum* this year. I will be writing a report on my own experience at Lexington and I am hoping to enlist the help of other attendees who will tell me about their perceptions of conversational Latin and / or take part in short reading exercises before and after the event (or as near to the beginning and end as possible).

My PhD, as a whole, sets out to explore whether the theories, approaches and methods of modern language learning can be successfully applied to the teaching and learning of ancient languages (specifically Latin and Ancient Greek), and to what extent technology can support their application. It is my intention that my research will contribute to improving teaching and learning of ancient languages at universities in the United Kingdom, though hopefully my findings may influence practice anywhere in the world.

Help will be very welcome from volunteers at all levels and particularly from those with little or no previous experience of speaking in Latin.

If you would like to help me, please make sure you are happy with this informed consent statement and approach me about taking part when you see me in Lexington.

Informed Consent Statement

- I understand the purpose of the research I am taking part in.
- I understand that at any time during the research I am free to withdraw and to request the destruction of any information that has been gathered, up to the point at which the information is used in analysis.
- I agree that the information that I provide can be used for educational or research purposes, including publication, on the understanding that I remain anonymous in all such use.
- I understand that any personal information which I provide will be held in compliance with the Data Protection Act, UK. It will be kept secure and not released to any third party. No person-identifiable data will be retained once the research is complete.

Signed: _____

Name (print please):

•

Date: _____

email:

E.2 Pledge to Speak Latin

Promitto, recipio, spondeo me nihil aliis conventiculi Lexintoniensis participibus nisi Latine a die mensis Iulii vicesimo altero usque ad duodevicesimum anno bis millesimo decimo quarto dicturum/am esse.

I solemnly pledge and promise that I shall speak in no other language to other participants in the ‘*conventiculum Lexintoniense*’ except Latin from the twenty second to the twenty eighth of July in the year two thousand and fourteen.

*subsignatio/signature*_____

nomen/name (litteris quadratis/block letters) _____

E.3 Reading Exercises Participants

Student Pseudonym	Pre-conventiculum		Post-conventiculum	
	Date	Location	Date	Location
<i>Claudius</i>	21/07/14	<i>conventiculum</i> first gathering in supervised group of four	27/07/14	Alone in <i>conventiculum</i> student hostel
<i>Dominicus</i>	21/07/14	<i>conventiculum</i> first gathering in supervised group of four	27/07/14	Alone in <i>conventiculum</i> student hostel
<i>Diana</i>	21/07/14	<i>conventiculum</i> first gathering in supervised group of four	04/08/14	At home alone after <i>conventiculum</i>
<i>Eduardus</i>	21/07/14	<i>conventiculum</i> first gathering in supervised group of four	04/08/14	At home alone after <i>conventiculum</i>
<i>Fabia</i>	14/07/14	At home alone before <i>conventiculum</i>	27/07/14	Alone in <i>conventiculum</i> student hostel
<i>Iulius</i>	21/07/14	Alone in <i>conventiculum</i> student hostel	27/07/14	Alone in <i>conventiculum</i> student hostel

Claudius was studying Latin at university. *Dominicus* and *Diana* were preparing to do so. *Eduardus*, *Fabia* and *Iulius* were each teaching Latin in schools.

E.4 Instruction Sheet for Reading Exercises

Pre/Post *conventiculum* Reading Exercise

Please provide the following information:

Name: _____

Years studying Latin: _____ Years speaking Latin: _____

Instructions

This exercise requires you to

1. read a short passage (max 15 mins reading time)
2. draw a picture of the scene the passage describes
3. describe the impression the passage leaves in your mind
4. describe your experience of reading and drawing

Please **read all the instructions before you look at the passage** which is on a separate sheet

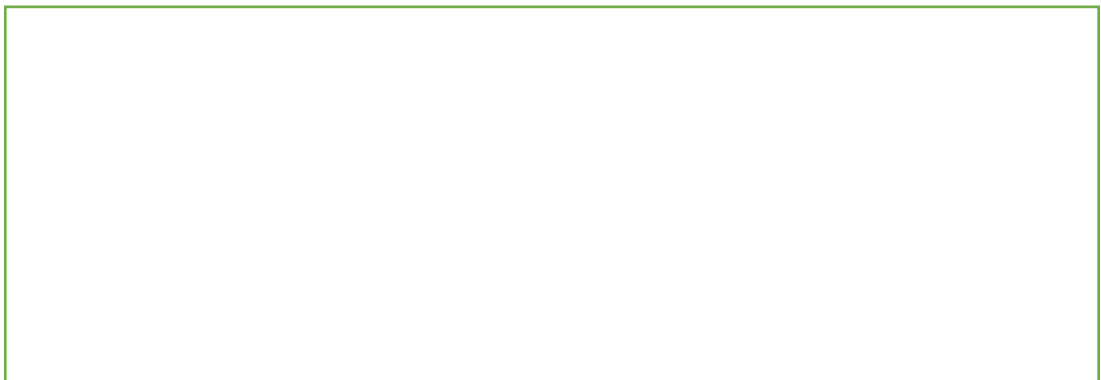
1. Reading (no more than 15 mins):

You should spend no more than 15 minutes on reading the short passage. Please record the time you take before you stop reading. In that time, you may read the passage as many times as necessary to form a clear image of the scene it describes. You may use a dictionary and any other tools, but please do not look up a translation. When you have finished reading, set the passage aside and do not look at it again.

Enter your Reading time here: _____

2. Drawing:

Please do not worry about your drawing ability – this is not part of the assessment. Without looking back at the passage, draw in the box below the scene it describes. You may use colour. You can also label items in the sketch if that helps with making clear what you are visualising.



3. The impression the passage leaves in your mind:

a) Again **without looking at the passage**, please describe the scene in the passage as you envision it.

b) What emotions (if any) did the passage arouse?

4. Your experience of reading and drawing:

Please describe briefly your experience of reading and drawing.

(For example, what kinds of information did you need to look up? What decisions did you make about what you included in the picture? How difficult or enjoyable did you find the exercise?) If you wish, you may look back at the passage and your drawing to complete this part, but please don't make changes in parts 2 and 3.

E.5 Latin Texts for Reading Exercises

Pre-conventiculum Text:

*Fons erat in limis, nitidis argenteus undis,
quem neque pastores neque pastae monte capellae
contigerant aliudve pecus, quem nulla volucris
nec fera turbarat nec lapsus ab arbore ramus.
Gramen erat circa, quod proximus umor alebat,
silvaeque sole locum passura tepescere nullo. (Met 3.405-410)*

Post-conventiculum Text:

*Videt hic stagnum lucentis ad imum
usque solum lymphae. Non illic canna palustris
nec steriles ulvae nec acuta cuspide iunci:
perspicuus liquor est; stagni tamen ultima vivo
caespite cinguntur semperque virentibus herbis. (Met 4.297-301)*

E.6 Post-*conventiculum* Interviews and emails (all beginners)

Student Pseudonym	Date	Format
<i>Claudius</i>	03/08/14	email
<i>Diana</i>	04/08/14	email
<i>Eduardus</i>	02/08/14	Interview
<i>Fabia</i>	28/07/14	Interview
	06/01/15	email
<i>Iulius</i>	03/08/15	email

E.7 Post-*conventiculum* Interview and email Script

I would like to ask you some questions via skype (mair.lloyd) or google hangouts (mair.houlker) or to have your responses to these questions (or as many as you have time to answer) by email.

Q1 What is your previous experience of learning Latin including spoken Latin

[Experiencing the use of Latin for communication]

Q2 What you feel you got out of attending the *conventiculum*?

Q3 Will you will come back again to a *conventiculum* (here or elsewhere) and why?

[Establishing views on the effect of using Latin for communication]

Q4 Do you think any aspect of your Latin has improved through using it for conversation? I am particularly interested in whether you think it helps with reading and whether you can read without translating into English.

Q5 If you teach Latin, please tell me what grade and whether you do use or will use communicative Latin in class and if not, why not?

[Establishing views on online communication with Latin]

Q6 Do you think we could recreate some of what we have done at the *conventiculum* online? Do you think online conversation in Latin (through Skype or any other means) could be as effective as the *conventiculum* (if not, why not)?

E.8 Interpretation and Analysis of Latin Conversation

<p>Maria: <i>de conventiculo loquamur</i> [let's talk about the <i>conventiculum</i>] <i>et (er) dicite mihi quid didicisti*</i>? [and tell me, what have you xxx? - intended 'learned']</p> <p><i>*didicistis</i></p>	<p>Here Maria is trying to imitate use of the form '<i>didicisti</i>' from the previous day, but has not remembered the third principal part correctly. She is also using a singular ending to address more than one person.</p>
<p>Maria: <i>(er) quid dicistis? quid didicisti* ...</i> <i>(er) ita?</i> [er what have you (plural) xxx? What have you (singular) xxx... Er is that it?]</p> <p><i>*didicistis</i></p>	<p>Because of the facial expressions of the other participants, Maria realises something is wrong, but thinks it is the number of the verb and corrects herself from singular to plural, and then tries singular again, but is still not sure she has the verb right</p>
<p>Dominicus: <i>de conventiculo?</i> [about the <i>conventiculum</i>?]</p>	<p>Dominicus signals by tone of voice that he has understood '<i>de conventiculo</i>' but is puzzled about the verb.</p>
<p>Maria: <i>didicisti, didicisti ...</i> [you (singular) learned ...] er <i>verba vel grammatica vel quid ...</i> [words or grammar or what] <i>quid didicisti?</i> [what have you (singular) learned?]</p>	<p>Maria has managed to recall the correct principal part now and uses it in second person singular.</p> <p>Here she is using it primarily to <i>Dominicus</i> so both stem and the singular ending are now correct.</p>

<p>Dominicus: <i>do, dare, dedi?</i> [I give, to give, I gave?]</p>	<p>Like Maria on the previous day, Dominicus has not recognised the word '<i>didicisti</i>' though it is now correct. He goes through the principal parts of the verb 'to give' to see whether that is what is meant.</p>
<p>Maria: (erm) <i>doceo doc (er) ...</i> [I teach, begins to say <i>docere</i>, (to teach) but hesitates]</p>	<p>Because it had helped her on the previous day, Maria tries to imitate going through the principal parts, but she chooses the wrong verb and hesitates because she realises it isn't right.</p>
<p>Dominicus and Claudius (in unison): <i>docuisti?</i> [You have taught?]</p>	<p><i>Dominicus</i> and Claudius now guess that she means the perfect form of <i>doceo</i>, 'I teach'.</p>
<p>Maria: <i>docuisti? Non, est magister qui docuit</i> [I have taught? no, it is the teacher who has taught] <i>et nunc quid faciunt</i> [and now what are they doing?] <i>er, loquamur</i> [er, let's talk]</p>	<p>Maria now knows this isn't the right verb. She tries to ask what it is that they (the students) are doing as opposed to the teacher, but should have used the 'we' form instead of 'they'.</p>
<p>Dominicus: <i>dixisti</i> [you have said?]</p>	<p><i>Dominicus</i> makes a guess at another third principal part.</p>

<p>Maria: <i>non est 'dixisti'</i> (er laughs)</p> <p>[it isn't 'dixisti']</p>	
<p>Dominicus: <i>nescio, non intellego</i></p> <p>[I don't know, I don't understand]</p>	
<p>Maria: <i>sed scio quid* volo scire</i></p> <p>[but I know what I want to know]</p> <p>(to Claudius) <i>scis quid* volo scire?</i></p> <p>[you know what I want to know?]</p> <p><i>*illud quod</i></p>	<p>Maria, although also responding to <i>Dominicus</i>, is here trying, in her frustration, to help herself with (almost) private speech (an example of self-regulation in the L2).</p> <p>Looking for assistance from Claudius.</p>
<p>Maria: <i>magister docet, discipuli ...</i></p> <p>[the teacher teaches, the students ...</p> <p>(using voice inflection to ask for the sentence to be completed)].</p>	<p>Maria still cannot remember the first person singular of the verb she wants, but thinks of another way to get the others to help her with it.</p>
<p>Dominicus: <i>studeo?</i></p> <p>[I study?]</p>	<p>Dominicus supplies another possible answer</p>
<p>Maria: <i>student</i></p> <p>[they study]</p>	
<p>Dominicus and Claudius: <i>disco?</i></p> <p>[I learn?]</p>	<p>Both now finding the correct word.</p>
<p>Maria: <i>disco, discere, didici ...</i></p> <p>[I learn, to learn, I have learned ...]</p>	<p>Triumphant and now able to confidently string the three principal parts together.</p>

<i>Dominicus:</i> ohhh <i>sic</i> ... [Ohh, yes]	Delighted to now understand.
<i>Maria:</i> <i>ita!</i> [it is so!]	Also delighted to have reached understanding.
For the next half minute, the conversation continues as Maria and <i>Dominicus</i> each laugh and apologise for the difficulties with understanding each other. <i>Dominicus</i> isn't sure whether Maria wants to know what he learned before the <i>conventiculum</i> or during it. Maria tries to clarify this:	
<i>Maria:</i> <i>quid in conventiculo didici*?</i> [What have I learned in the <i>conventiculum</i> ?] <i>*didicisti</i>	Maria is now asking the original question and using the correct third person perfect stem but has failed to use the correct ending.
<i>Dominicus</i> replies by saying what he wanted to learn before the <i>conventiculum</i> so that the speakers have not quite overcome their difficulties. They are joined now by another of the Tirones, Lucius. Maria explains that she is recording the conversation for her work. She then tries to tell him what they are talking about.	
<i>Maria:</i> <i>loquimur de quid* didicimus</i> [we are talking about what we have learned] <i>*illo quod</i>	Now Maria is using the correct perfect stem and ending for what she means to say.
Maria again trips over the word <i>didicisti</i> when asking Lucius what he has learned but explains:	

<p>Maria: <i>magister docet, discipuli</i></p> <p>[the teacher teaches, the students ...]</p> <p><i>disco, discere, didici ... bene?</i></p> <p>[I learn, to learn, I have learned ... ok?]</p>	<p>Maria gives the same clue she gave to earlier but immediately gives the required verb herself.</p> <p>Now Maria can remember the principal parts without difficulty.</p>
<p>Maria explains more about what has been said</p>	
<p>Maria: <i>loquimur de quid* didicimus</i></p> <p>[we are talking about what we have learned]</p> <p>* <i>illo quod</i></p>	<p>Again using the perfect stem correctly with the correct ending</p>
<p>After some further recapitulation of what has been said, Lucius says:</p>	
<p>Lucius: (erm) <i>plurima verba (erm) didici in Conventiculo</i></p> <p>[(erm) I have learned a great number of words in the <i>conventiculum</i>]</p>	<p>After a brief hesitation, Lucius finds the correct form of '<i>disco</i>' to say what he has learned.</p>

F Conference Presentations and Journal Articles

F.1 Classical Association Conference, 2014

Joint presentation (with Dr James Robson): *Theory and Practice in Ancient Language Teaching and Learning*

Individual presentation: *eLearning for Ancient Languages in UK Universities*

F.2 International CALL Conference, 2014, Amsterdam

Individual presentation: *Computer Assisted Language Learning (CALL) for Ancient Languages: methodological challenges*

F.3 iLatin and eGreek Conference, 2014, London

Conference co-organiser with Dr James Robson

Individual presentation: *Finding the Gaps: Some Contrasts between Ancient and Modern Language eLearning* (available online at <https://goo.gl/evk8KR>)

F.4 International Language Centres in Higher Education, 2015, Brno

Individual presentation: *Computer Assisted Language Learning (CALL): Modern Technologies for Ancient Languages*

F.5 Classical Association Conference, 2015

Sustainable Classics: Threats and Opportunities in a Modern World (panel convener)

Individual presentation: *Learning Aloud: evaluation of the communicative approach in ancient language pedagogy*

F.6 Classical Association Conference 2016

Living Latin: Theory, Research and Practice (panel convener) panel recordings available online at <https://goo.gl/Bb1HnQ>

Individual presentation: *Living Latin in Theory* available online at <https://goo.gl/pHm1oA>

CUCD Transitions Panel

Joint presentation (with Dr James Robson): *From Zero to Hero: Managing the Transition to University-Level Study at the Open University*

F.7 Journal of Classics Teaching - Journal Article 2016

Living Latin: An Interview with Prof Terence Tunberg (Lloyd, 2016)